Annotated Bibliography of Research in the Teaching of English

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Introduction

This November issue of *RTE* once again contains the "Annual Annotated Bibliography of Research in the Teaching of English." This bibliography includes abstracts of selected empirical research studies as well as titles of other related studies and books published between summer 2012 and May 2013. Abstracts are only written for research studies that employed systematic analysis of phenomena using experimental, qualitative, ethnographic, discourse analysis, literary critical, content analysis, or linguistic analysis methods. Priority is given to research most directly related to the teaching of English language arts. Citations in the "Other Related Research" sections include additional important research studies in the

field, position papers from leading organizations, or books based on summaries of the research.

The 22 contributors to this bibliography include members with diverse scholarly interests and background experiences in PreK–16 educational settings. The contributors divided into teams of two to three members based on their areas of expertise to identify the most significant contributions to peer-reviewed research in each of the bibliography's eight subject areas over the past year. Team members reviewed library databases such as Education Full Text, WorldCat, EBSCO, and ERIC, as well as leading empirical journals, to select relevant reports in each area of the bibliography. Because this bibliography is published for readers of *Research in the Teaching of English*, we asked contributors not to include articles from *RTE,* which would most likely already be familiar to the audience.

The expert teams looked for major or large studies that held significant implications for teaching English language arts, as well as research that might lead to new insights into the paradigms or methodological practices within a given field in the coming years. Because of space limitations, we were not able to include every high-quality research study conducted in the eight content areas of this bibliography over the past year; instead, the background knowledge and perceptions of contributors worked together to construct a manageable body of important research that *RTE* readers might want to explore further.

As was the case for previous versions, this year's bibliography is available solely as a downloadable PDF file at http://www.ncte.org/journals/rte/biblios. We appreciate the fact that NCTE has provided free access to these annual bibliographies going back to 2003.

Readers can search the PDF for relevant research by using the "Find" feature on Adobe Acrobat to locate particular topics, authors, or journals. To engage in topic searches, readers can also use the tags listed both below and in the beginning of each section. These tags represent some of the most common topics inductively derived from the abstracted studies. While there could be many more tags, we wanted to limit them to a manageable number. Each abstract has been assigned up to four tags, beginning with a section tag (for example, #digital/technologytools) and, in many cases, followed by another section tag (for example, #reading). Because many of the studies in this bibliography fall into multiple categories, readers can search for such studies by entering both section tags (for example, #literaryresponse/literature/narrative #reading).

We hope that this searchable bibliography, which has been edited to select high-quality research and which includes abstracts created by the editors, continues to provide a valuable service to the *RTE* research community.

Tags for Searching Research Study Abstracts

Digital/Technology Tools: #digital/technologytools #digitaldivide #socialnetworking #academictechnologyuse #video #blogs/wikis #digitalreading #literacydefinitions #onlineeducation #instantmessage #laptops/mobiledevices #referencing/citations/informationliteracy #games

Discourse/Cultural Analysis: #discourse/culturalanalysis #race #class #gender #schooling #curriculum #identity #policy #culturaldifference #pedagogy #politics #sociolinguistics #ethnography #immigrant/refugee

Literacy: #literacy #development #identity #linguistic #literacyassessment #familyliteracy #adultliteracy #communityliteracy #spelling #vocabulary

Literary Response/Literature/Narrative: #literaryresponse/literature/ narrative #engagement #instruction #genreknowledge #discussion #interpretation #culturalvalues/models #storydevelopment #aesthetic response #adolescentliterature #perspectivetaking #developmental differences

Media Literacy: #medialiteracy #games #films #television #advertising #music #news #audiences #mediaeffects #representations #gender #multiliteracies #multitasking

Professional Development/Teacher Education: #professional development/teachereducation #preservice #inservice #mentoring/coaching #sociocultural/collaborativelearning/inquirygroups/communities #critical/ reflectivepractice #pedagogical/contentknowledge/culturallyrelevant pedagogy #teacheridentity #teacherbeliefs/assumptions #teacherretention/ turnover #studentteaching #actionresearch/inquirycycles

Reading: #reading #comprehension #decoding #vocabulary #fluency #strategies #readingtests #independentreading #policy #motivation/ engagement #strugglingreaders #contentliteracy

Second Language Literacy: #secondlanguageliteracy #bilingual #immigrant/refugee #secondlanguageassessment #culturaldifference #vocabulary #metalinguistic #ESLinstruction #foreignlanguageinstruction #languageacquisition #cognitive

Writing: #writing #writinginstruction #argumentation #writingstrategies #revision #feedback #writingquality #writingassessment #authorialidentity #genre #portfolio #expressivewriting #writing-to-learn

Digital/Technology Tools

Tags: #digital/technologytools #digitaldivide #socialnetworking #academictechnologyuse #video #blogs/wikis #digitalreading #literacydefinitions #onlineeducation #instantmessage #laptops/ mobiledevices #referencing/citations/informationliteracy #games

Allen, I. E., & Seaman, J. (2013). *Changing course: Ten years of tracking online education in the United States.* Babson Park, MA: Babson Survey Research Group.

Surveys the administrators of 2,800 colleges and universities regarding implementation of Massive Open Online Courses (MOOCs). Finds that 2.6% have a MOOC; 9.4% report working on MOOCs; 55.4% are undecided about MOOCs; and 32.7% have no plans for a MOOC. Approximately 69% indicate that online learning is critical to their long-term strategy, with 32% of their students taking at least one online course. More than 44% respond that it takes more faculty time and effort to teach online than to conduct face-to-face courses, and 77% report that online course outcomes are the same or superior to face-to-face outcomes. Approximately 30% indicate that their faculty accepts the value and legitimacy of online education, yet 88.8% suggest the need for students to be more disciplined in online courses.
#digital/technologytools #onlineeducation #academictechnologyuse #socialnetworking

Baaijen, V. M., Galbraith, D., & de Glopper, K. (2012). Keystroke analysis: Reflections on procedures and measures. *Written Communication, 29*(3), 246–277.

Describes and demonstrates procedures, measures, and analytic techniques used to improve the alignment between keystroke logging and underlying writing processes. In a three-phase experiment, participants planned and wrote an article for a university newspaper. Eighty keystroke logs created during text production were analyzed for bursts, pauses, and revisions as well as interrelationships between these components. The authors identify and discuss four goals to inform writing research: (1) establish a set of procedures for separating different components of the writing process to relate keystroke measures more directly to specific cognitive processes; (2) use mixture modeling to estimate the parameters of pauses at different locations; (3) establish how best to divide the bursts of language occurring during text production; and (4) identify when and how often revisions occur.
#digital/technologytools #writing #academictechnologyuse

Bulfin, S., & Koutsogiannis, D. (2012). New literacies as multiply placed practices: Expanding perspectives on young people's literacies across home and school. *Language & Education*, *26*(4), 331–346.

Reports on two studies of 14- to 16-year-olds in Australia and Greece. Explores the relationships between students' uses of digital media in and out of school through case study methodology. Critiques media policy and research discourses related to young people's digital literacies and argues that much of the literature on students' uses of digital technologies invokes a revitalized home-school mismatch hypothesis. Describes how this hypothesis frames young people's in- and out-of-school digital literacy practices as dichotomous and presents three challenges of this "autonomous" view of digital literacies. Finds that the relationship between literacy and digital media use in and outside of school is more complex than is often presented in media commentary and research. Argues for more careful consideration of the relationship between in-school and out-of-school practices and knowledge.
 #digital/technologytools #literacy #literacydefinitions #academictechnologyuse

Cingel, D. P., & Sundar, S. (2012). Texting, techspeak, and tweens: The relationship between text messaging and English grammar skills. *New Media & Society*, *14*(8), 1304–1320.

Addresses whether increased use of text messaging by youth engenders greater reliance on such "textual adaptations" to the point of altering written grammar. Analyzes surveys and grammar

assessment results of 228 middle school youth to determine the association between texting behavior and grammar scores. Finds a generally negative relationship between the use of "text speak" in text messaging and students' grammar test scores. Mediation analyses reveal that word adaptations, including abbreviations, letter omissions, and homophones, are negatively related to grammar scores, but structural adaptations, such as punctuation and capitalization changes, are not significantly related. Implications are discussed for transfer of learned adaptations to Standard English, via both participation and observation of communicative efforts.
#digital/technologytools #writing #laptops/mobiledevices #academictechnologyuse

Connolly, T. M., Boyle, E. A., MacArthur, E., Hainey, T., & Boyle, J. M. (2012). A systematic literature review of empirical evidence on computer games and serious games. *Computers & Education, 59*(2), 661–686.

Explores the empirical literature on computer games and the potential positive impacts of gaming on users aged 14 years or above, especially with respect to learning, skill enhancement, and engagement. Analyzes 129 studies using a multidimensional approach to categorizing games that examines games' main purpose, genres, subject disciplines, and learning and behavioral outcomes. Finds that playing computer games is linked to a range of perceptual, cognitive, behavioral, affective, and motivational impacts and outcomes, with the most frequently occurring outcomes including knowledge acquisition/content understanding and affective and motivational impact. Discusses the diversity of research on positive impacts and outcomes of playing digital games and calls for more randomized control trials and qualitative studies of gaming.
#digital/technologytools #games #medialiteracy #mediaeffects

Curwood, J. S., Magnifico, A. M., & Lammers, J. C. (2013). Writing in the wild: Writers' motivation in fan-based affinity spaces. *Journal of Adolescent & Adult Literacy*, 56(8), 677–685.

Builds on Gee's concept of affinity spaces to explore adolescents' interest-driven writing in online spaces. Examines three online affinity spaces affiliated with *Neopets*, *The Hunger Games*, and *The Sims* through affinity space ethnography. Argues that fan-based affinity spaces motivate young adults to write because they offer multiple modes of representation, diverse pathways to participation, and an authentic audience. Discusses how educators can learn from the ways these out-of-school spaces offer youth new purposes, modes, and tools for their written work.
#digital/technologytools #writing #socialnetworking #games

Domingo, M. (2012). Linguistic layering: Social language development in the context of multi-modal design and digital technologies. *Learning, Media & Technology, 37*(2), 177–197.

Draws on data from a three-year ethnography of six Filipino British youth in London who engaged in multilingual and multimodal exchanges across physical and digital spaces. Finds that their linguistic exchanges both drew from and extended beyond in-school literacy practices, migrating across contexts and facilitating their social language development. Argues that the transcultural youth engaged in a process of linguistic layering of modes that spatially and temporally carried social and cultural meanings. Describes how the youth's linguistic layering functioned as a cross-cultural remix that extended beyond code-switching and included multimodal design and circulation of hybrid texts. Discusses the pedagogical implications of multimodal pedagogy and linguistic layering in fostering social and cultural awareness of language and literacy.
#digital/technologytools #medialiteracy #literacydefinitions #multiliteracies

Goldman, S. R., Braasch, J. G., Wiley, J., Graesser, A. C., & Brodowinska, K. (2012). Comprehending and learning from Internet sources: Processing patterns of better and poorer learners. *Reading Research Quarterly*, 47(4), 356–381.

Explores the processes involved in online multiple-source comprehension and learning. Utilizes a three-phase experimental methodology (think-aloud, writing, and final assessment) to un-

derstand sense-making, evaluation, and navigation reading processes used by 10 better and 11 poorer adult learners during an online reading task. Results indicate that better learners engage in more sense-making and comprehension-monitoring processes on reliable websites than on unreliable sites. Better learners also engage in more goal-directed navigation than poorer learners. Four representative cases are used to illustrate how evaluation processes contribute to navigation decisions. Suggests that online multiple-source comprehension is a dynamic process that involves interplay among sense-making, monitoring, and evaluation processes.
#digital/technologytools #literacy #reading #comprehension

Ito, M., Gutiérrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., . . . Watkins, S. C. (2013). *Connected learning: An agenda for research and design.* Retrieved from Digital Media and Learning Research Hub website: http://dmlhub.net/sites/default/files/ConnectedLearning_report.pdf

Reports on ongoing research, design, and implementation of an approach to education called "connected learning." Explains that connected learning is realized when youth pursue a personal interest or passion with the support of friends and caring adults and can link this learning and interest to academic achievement, career success, or civic engagement. Advocates for broadened access to learning that is socially embedded, interest-driven, and oriented toward educational, economic, or political opportunity. Explores challenges of creating integrated learning opportunities for all young people, and offers a detailed framework for connected learning that includes three crucial contexts for learning (peer-supported, interest-powered, and academically oriented), three core properties of connected learning (production-centered, shared purpose, openly networked), and four design principles for creating connected learning environments (everyone can participate, learning happens by doing, challenge is constant, everything is connected). Describes how new media enhances connected learning opportunities by fostering engagement and self-expression, increasing accessibility to knowledge and learning experiences, expanding social supports for interests, expanding diversity, and building capacity.
#digital/technologytools #medialiteracy #academictechnologyuse #digitaldivide

Kiili, C., Laurinen, L., Marttunen, M., & Leu, D. J. (2012). Working on understanding during collaborative online reading. *Journal of Literacy Research, 44*(4), 448–483.

Examines how 19 pairs of students in Finland (16–18 years of age) constructed meaning and knowledge in a collaborative online reading situation. Video screen capture and an interaction approach to verbal protocol data were used to examine how self-selected pairs of students discussed the topic of Internet censorship, gathered source materials online, and composed a joint essay. Findings indicate that the greatest proportion of time (65%) was spent on content processing that supported collaborative meaning or knowledge construction, but that the ability to locate information (23% of time spent) was important to online reading comprehension. Overall, pair co-construction of meaning or knowledge averaged three times as long as individual construction of meaning or knowledge, and contained more than three times as many reading strategies. Five collaborative reading profiles were identified: co-constructors (two pairs), collaborators (two pairs), blenders (six pairs), individually oriented readers (four pairs), and silent readers (five pairs). Student pairs who spent the greatest proportion of time on co-constructing meaning or knowledge received the highest scores on their essays; student pairs who spent the least amount of time received the lowest scores.
 #digital/technologytools #digitalreading #reading #writing

Kyle, F., Kujala, J., Richardson, U., Lyytinen, H., & Goswami, U. (2013). Assessing the effectiveness of two theoretically motivated computer-assisted reading interventions in the United Kingdom: GG Rime and GG Phoneme. *Reading Research Quarterly, 48*(1), 61–76.

Compares the effectiveness of two computer-assisted reading interventions that were provided as a supplement to ongoing classroom literacy instruction for 31 second graders identified by teachers as poor readers. Interventions were based on the Finnish GraphoGame (English Grapho-Game Rime and English GraphoGame Phoneme) and were created to help enhance students'

grapheme–phoneme conversion skills for reading and spelling English words. Both games led to gains in reading, spelling, and phonological skills that were maintained four months postintervention. Suggests that these computer-assisted reading interventions aid students' learning of decoding and spelling when coupled with classroom literacy instruction through provision of individualized instruction and practice in the component skills of reading.
#digital/technologytools #academictechnologyuse #games #reading

Madden, M., Lenhart, A., Cortesi, S., Gasser, U., Duggan, M., Smith, A., & Beaton, M. (2013). *Teens, social media, and privacy*. Retrieved from the Pew Research Center's Internet & American Life Project website: http://pewinternet.org/Reports/2013/Teens-Social-Media-And-Privacy.aspx

Surveys 802 adolescents regarding their privacy management on social media/information-sharing sites such as Facebook, LinkedIn, Google Plus, Twitter, Instagram, and Tumblr. Finds that adolescents are sharing more personal information in their profiles than was the case in the past and do not express high levels of concern about third parties accessing their data, although 60% keep their Facebook profiles private and 74% have deleted people from their network or friends list. Results suggest that enthusiasm for Facebook is waning, while use of Twitter has increased. 93% have a computer or access to a home computer; 37% have smartphones; 23% have a tablet; and 25% mostly use their phones to access the Internet.
#digital/technologytools #medialiteracy #socialnetworking #audiences

Norton, B., & Williams, C. (2012). Digital identities, student investments and eGranary as a placed resource. *Language & Education: An International Journal, 26*(4), 315–329.

Reports on a study of the uptake of a digital portable library in a rural village in Uganda, focusing on six secondary students working as library scholars in the local library. Draws on two theoretical frameworks to explore how this digital portable library, eGranary, functioned as a placed resource in the local space. Uses Blommaert's construct of scale to illustrate how space and time were implicated in the participants' uses of eGranary and its function in the wider community, including resistance by community members without access to the system. Illustrates how the participants' identities shifted over time from trainee to tutor as their interactions with the technology within the community enhanced what was socially imaginable. Concludes that the portable digital library traveled well to this community in Uganda but that the local resources available in the community ultimately limited its usefulness and uptake.
#digital/technologytools #referencing/citations/informationliteracy #literacy #laptops/mobile devices

Peterson, S. S., & McClay, J. K. (2012). Assumptions and practices in using digital technologies to teach writing in middle-level classrooms across Canada. *Literacy, 46*(3), 140–146.

Reports findings of a national study of the teaching of writing in Canadian middle-level classrooms (students ages 9–15). Focuses on teachers' practices as well as their philosophies on teaching writing and includes questions pertaining to digital technologies. Phase one of the study consisted of phone interviews with 216 middle-level teachers in representative districts. Phase two consisted of classroom observations, teacher and student interviews, and document analysis. Results suggest that access plays a role in the frequency and types of interactions that students and teachers have with computers in writing classes. Teachers' beliefs about writing development, effective pedagogy, and technologies complement, complicate, and challenge the incorporation of digitally infused writing.
#digital/technologytools #literacy #writing #academictechnologyuse

Rosen, L. D., Carrier, L. M., & Cheever, N. A. (2013). Facebook and texting made me do it: Media-induced task-switching while studying. *Computers in Human Behavior, 29*(3), 948–958.

Explores whether technological distractions affect academic learning by observing 263 middle school, high school, and university students studying for 15 minutes in their homes. Data col-

lection included a questionnaire about study strategies, task-switching preference, technology attitudes, media usage, monthly texting and phone calling, social networking use, and grade point average, as well as an observation protocol that recorded minute-by-minute assessments of on-task behavior, off-task technology use, and open computer windows during studying. Findings show that participants averaged less than 6 minutes on task prior to switching and averaged 10 minutes spent on task out of the 15 minutes observed. Switching most often occurred due to technological distractions (e.g., social media, texting) and preference for task-switching. Recommends offering short "technology breaks" to reduce distractions and teaching students metacognitive strategies they can use when interruptions negatively affect learning. #digital/technologytools #academictechnologyuse #medialiteracy #multitasking

Stornaiuolo, A., DiZio, J., Hellmich, E., & Hull, G. A. (2013). Expanding community: Youth, social networking, and schools. *Comunicar, XX*(40), 79–87.

Examines 59 middle school youth in five US schools participating in an after-school media arts program who communicated with each other via social networking. Finds that youth built online community through two kinds of interactional effort: public work and proximity work. Discusses how young people used a variety of semiotic tools to establish relationships and communicate with unknown others, negotiating their positions relative to one another (proximity work) and across public/private spaces (public work). Suggests that schools can play an important role in building online and hybrid communities that foster ethical and socially aware exchanges. #digital/technologytools #medialiteracy #socialnetworking #audiences

Tan, L. (2013). Production-on-the-go practice: Storyboarding as a retrospective and redundant school literacy activity. *Learning, Media & Technology, 38*(1), 86–101.

Examines the use of storyboarding in the classroom media production activities of 10 Chinese youth in Singapore. The ethnographic methodologies used in the eight-month study were guided by the theories of New Literacy Studies. Findings indicate that "on-the-go" production, rather than the sequential process encouraged by teachers, better captured the kinds of activities the youth engaged in. Student groups mainly engaged in storyboarding retroactively to satisfy the teacher's requirements, with the storyboarding functioning as a redundant practice in some cases. The author argues that the technological demands of the task shaped the storyboarding practice, making the two-step process of design-production encouraged by teachers less relevant to youth's practices. #digital/technologytools #academictechnologyuse #writing #medialiteracy

Wastiau, P., Blamire, R., Kearney, C., Quittre, V., Van de Gaer, E., & Monseur, C. (2013). The use of ICT in education: A survey of schools in Europe. *European Journal of Education, 48*, 11–27.

Reports the results of the *Survey in Schools: ICT in Education* (2011) that served to benchmark access, use, and attitudes toward information and communication technologies (ICT) in schools in the European Union, Croatia, Iceland, Norway, and Turkey. Using a stratified two-stage cluster sample design, more than 190,000 questionnaire answers were gathered from students, teachers, and head teachers in primary, lower secondary, and upper secondary schools. The authors present findings around primary indicators concerning ICT infrastructure and access to it, frequency of students' ICT-based activities during lessons, teachers' and students' level of confidence in their digital competences, opinions about using ICT for teaching and learning, and school strategies to support ICT integration in teaching and learning. Two highlights: (1) as of 2011, there are around twice as many computers per 100 students in secondary schools than there were in 2006, and broadband is almost ubiquitous in schools (95% of schools compared with 65%–75% in 2006); and (2) teachers primarily use ICT to prepare for teaching, with few using ICT to work with students or communicate with parents. #digital/technologytools #academictechnologyuse

Woo, M. M., Chu, S. K. W., & Li, X. (2013). Peer-feedback and revision process in a wiki mediated collaborative writing. *Educational Technology Research and Development, 61*(2), 279–309.

Explores the revision processes of three classes of primary school students ($n = 119$; ages 10–12) engaged in collaborative writing via a PBworks wiki. Based in Hong Kong, this case study investigates two English-language nonfiction writing projects completed by groups of four students. Quantitative and qualitative data are analyzed from wiki records, including posted edits and comments, students' group writings, and student and teacher interviews. Comment type is specifically explored (content vs. surface level; revision vs. nonrevision; type of revision). Findings show that two of three classes recorded more content- and meaning-level comments than surface-level comments, and these comments were more revision-oriented. Revision types, in general, tended to be more content- and meaning-level in nature.
#digital/technologytools #academictechnologyuse #blogs/wikis #writing

Yang, Y. C., & Wu, W. I. (2012). Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study. *Computers and Education, 59*, 339–352.

Investigates the impact of digital storytelling on academic achievement, critical thinking, and learning motivation of Taiwanese high school students learning English. This 22-week quasi-experimental study involved 110 tenth-grade students in two classes. One class utilized digital storytelling and the comparison group utilized lecture-based, technology-infused instruction. Students in both classes completed three pre- and posttests measuring achievement, critical thinking, and motivation and participated in group interviews. Descriptive analysis, analysis of covariance (ANCOVA), multivariate analysis of covariance (MANCOVA), and qualitative content analysis were used for data analysis. Findings indicate that digital storytelling participants performed significantly better than comparison participants in English academic achievement, critical thinking, and learning motivation. Digital storytelling participants also reported increased understanding of course content.
#digital/technologytools #academictechnologyuse #writing #languageacquisition

Other Related Research

Apperley, T., & Walsh, C. (2012). What digital games and literacy have in common: A heuristic for understanding pupils' gaming literacy. *Literacy, 46*(3), 115–122.

Auld, G., Snyder, I., & Henderson, M. (2012). Using mobile phones as placed resources for literacy learning in a remote Indigenous community in Australia. *Language and Education: An International Journal, 26*(4), 279–296.

Ávila, J., & Zacher Pandya, J. (Eds.). (2013). *Critical digital literacies as social praxis: Intersections and challenges.* New York: Lang.

Aydin, S. (2012). A review of research on Facebook as an educational tool. *Educational Technology Research and Development, 60*(6), 1093–1106.

Barden, O. (2012). ". . . If we were cavemen we'd be fine": Facebook as a catalyst for critical literacy learning by dyslexic sixth-form students. *Literacy, 46*(3), 123–132.

Castek, J., & Beach, R. (2013). Using apps to support disciplinary literacy and science learning. *Journal of Adolescent and Adult Literacy, 56*(7), 554–564.

Chong, S. X., & Lee, C. (2012). Developing a pedagogical-technical framework to improve creative writing. *Educational Technology Research and Development, 60*(4), 639–657.

Davies, J. (2012). Facework on Facebook as a new literacy practice. *Computers and Education, 59*, 19–29.

Di Blas, N., & Paolini, P. (2013). Beyond the school's boundaries: PoliCultura, a large-scale digital story initiative. *Journal of Educational Technology & Society, 16*(1), 15–27.

Erstad, O., Gilje, Ø., & Arnseth, H. C. (2013). Learning lives connected: Digital youth across school and community spaces. *Comunicar, XX*(40), 89–98.

Evering, L., & Moorman, G. (2012). Rethinking plagiarism in the digital age. *Journal of Adolescent and Adult Literacy*, *56*(1), 35–44.

Gil-Flores, J., Torres-Gordillo, J., & Perera-Rodriguez, V. (2012). The role of online reader experience in explaining students' performance in digital reading. *Computers and Education, 59*, 653–660.

Grover, S., & Pea, R. (2013). Computational thinking in K–12: A review of the state of the field. *Educational Researcher*, *42*(1), 38–43.

Herr-Stephenson, B., Alper, M., Reilly, E., & Jenkins, H. (2013). *T is for transmedia: Learning through transmedia play.* Retrieved from USC Annenberg Innovation Lab website: http://www.annenberglab.com/projects/t-transmedia

Hutchison, A., Beschorner, B., & Schmidt-Crawford, D. (2012). Exploring the use of the iPad for literacy learning. *Reading Teacher, 66*(1), 15–23.

Jenkins, H., & Kelley, W. (Eds.). (2013). *Reading in a participatory culture: Remixing* Moby-Dick *in the English classroom.* New York: Teachers College Press.

Jocson, K. M. (2013). Remix revisited: Critical solidarity in youth media arts. *E-Learning and Digital Media*, *10*(1), 68–82.

Killoran, J. B. (2013). Reel-to-reel tapes, cassettes, and digital audio media: Reverberations from a half-century of recorded-audio response to student writing. *Computers and Composition, 30*(1), 37–49.

Kupiainen, R. (2013). *Media and digital literacies in secondary school.* New York: Lang.

Lammers, J. C., Curwood, J. S., & Magnifico, A. M. (2012). Toward an affinity space methodology: Considerations for literacy research. *English Teaching: Practice and Critique, 11*(2), 44–58.

Levin, B. B., & Schrum, L. (2012). *Leading technology-rich schools.* New York: Teachers College Press.

Merchant, G. (2013). The Trashmaster: Literacy and new media. *Language and Education: An International Journal, 27*(2), 144–160.

Morrell, E. (2013). *Critical media pedagogy: Teaching for achievement in city schools.* New York: Teachers College Press.

Rowsell, J. (2013). *Working with multimodality: Rethinking literacy in a digital age.* New York: Routledge.

Underwood, M. K., Rosen, L. H., More, D., Ehrenreich, S. E., & Gentsch, J. K. (2012). The Blackberry project: Capturing the content of adolescents' text messaging. *Developmental Psychology, 48*(2), 295–302.

van Loon, A., Ros, A., & Martens, R. (2012). Motivated learning with digital learning tasks: What about autonomy and structure? *Educational Technology Research and Development, 60*(6), 1015–1032.

Wales, P. (2012). Telling tales in and out of school: Youth performativities with digital storytelling. *Research in Drama Education, 17*(4), 535–555.

Discourse/Cultural Analysis

Tags: #discourse/culturalanalysis #pedagogical/contentknowledge/culturallyrelevantpedagogy #race #class #gender #schooling #curriculum #identity #policy #culturaldifference #pedagogy #politics #sociolinguistics #ethnography #immigrant/refugee

Adair, J. K., Tobin, J., & Arzubiaga, A. E. (2012). The dilemma of cultural responsiveness and professionalization: Listening closer to immigrant teachers who teach children of recent immigrants. *Teachers College Record, 114*(12), 1–37.

Analyzes focus group interviews with teachers in the United States. Compares perspectives of immigrant teachers with those of nonimmigrant teachers. Focuses on the cultural expertise of immigrant teachers working with their own immigrant community. Suggests that immigrant teachers do not feel empowered by bicultural, bilingual knowledge or connection to multiple communities. Finds that immigrant teachers feel stuck between pedagogical training and cultural knowledge.
#discourse/culturalanalysis #pedagogical/contentknowledge/culturallyrelevantpedagogy #immigrant/refugee #culturaldifference

Audrey, B. (2012). "You've got to teach people that racism is wrong and then they won't be racist": Curricular representations and young people's understandings of "race" and racism. *Journal of Curriculum Studies, 44*(5), 599–629.

Draws on interviews with ethnically diverse secondary school students. Examines discursive representation of race and racism in formal curriculum textbooks. Explores parallels between students' understandings and textbook representations of race and racism. Shows that formal curriculum individualizes, minimizes, and naturalizes racism. Argues that curriculum reinforces popular theories of racism, and endorses the ideological framework of colorblind racism.
#discourse/culturalanalysis #curriculum #race #schooling

Brown, K. D., & Brown, A. L. (2012). Useful and dangerous discourse: Deconstructing racialized knowledge about African-American students. *Educational Foundations, 26*(1–2), 11–26.

Examines how two common counterdiscourses about African American students, oppositional culture theory and the cultural difference theory, operate and create racial knowledge in education practice, drawing from Michel Foucault's notion of "useful" and "dangerous" discourse coupled with the theory of racial knowledge. Focuses on knowledge, theories, and histories that emerge as a direct challenge to commonly held deficit-oriented beliefs about racial groups and social phenomena. Explores the double relational meanings of oppositional culture theory and the cultural difference theory. Offers three suggestions for how teacher education programs can help students understand and navigate between these counterdiscourses.
#discourse/culturalanalysis #identity #race #pedagogical/contentknowledge/culturally relevantpedagogy

Chavez, A. F., Ke, F., & Herrera, F. (2012). Clan, sage, and sky: Indigenous, Hispano, and Mestizo narratives of learning in New Mexico context. *American Educational Research Journal, 49*(4), 775–806.

Draws on narrative inquiry to explore meaning-making of 50 Native, Hispano, and Mestizo American students about learning in contexts of face-to-face and online college courses, at home, and in extended family and tribal contexts. Examines teaching practices students identified as most helpful to learning and success. Suggests that college teaching and conceptions of learning need to move toward culturally diverse epistemologies and practice.
#discourse/culturalanalysis #culturaldifference #schooling #pedagogy

Collin, R. (2012). Activist literacies: An analysis of the literacy practices of a school-based human rights club. *Linguistics & Education, 23*(3), 250–261.

Examines the literacy practices and textual productions of a high school–based human rights club. Considers how the club adapts school genres to mediate advisory sessions and to advance its visions of human rights and international relations. Suggests that students' knowledge of situations (e.g., advisory sessions) shapes how they adapt institutional genres and advance their visions of the world.

#discourse/cultural analysis #identity #culturaldifference #pedagogical/contentknowledge/
culturallyrelevantpedagogy

Ghiso, M. P., & Campano, G. (2013). Coloniality and education: Negotiating discourses of immigration in schools and communities through border thinking. *Equity & Excellence in Education, 46*(2), 252–269.

Examines discursive construction of knowledge about immigration in a school context meant to support English language learners and an out-of-school, faith-based organization serving immigrant communities. Focuses on examples from students', community members', and educators' interactions with available discourses of immigration. Draws on the concept of "border thinking" to explicate the ways in which colonial histories continue to influence contemporary educational contexts. Elaborates on the implications of community knowledge for revising school practices to represent the complexity of immigration experiences.
#discourse/culturalanalysis #culturaldifference #immigrant/refugee #schooling

Hairston, T. (2013). Continuing inequity through neoliberalism: The conveyance of white dominance in the educational policy speeches of President Barack Obama. *Interchange, 43*(3), 229–244.

Analyzes how the political speeches and statements of President Barack Obama knowingly or unknowingly continue practices and policies of white privilege within educational policy and practice by constructing education in a neoliberal frame. Utilizes critical discourse analysis to analyze the statements and remarks of President Obama in seven speeches pertaining to PreK–12 education, finding evidence that President Obama maintains the status quo. Argues that President Obama views education as a neoliberal enterprise, focusing mainly on education serving economic purposes.
#discourse/culturalanalysis #politics #policy #medialiteracy

Handsfield, L. J., & Crumpler, T. P. (2013). "Dude, it's not a appropriate word": Negotiating word meanings, language ideologies, and identities in a literature discussion group. *Linguistics & Education, 24*(2), 112–130.

Explores how ideologies of language and literacy and social and academic identities were constructed and contested among fourth-grade boys in a bilingual classroom who were attempting to identify an unknown word in their novel: *booger*. Drawing upon micro-ethnographic discourse analysis and analyses of participants' movements across the classroom, interpretations were informed by spatializing theories of social practice and identities. Findings suggest that the students' and teacher's physical and discursive moves involved the negotiation of multiple ideologies of language learning.
#discourse/culturalanalysis #literary response/literature/narrative #pedagogical/content knowledge/culturallyrelevantpedagogy #culturalvalues/models #gender

Rios, C. (2013). A curriculum of the borderlands: High school Chicana/o-Latina/o studies as *Sitios y Lengua. Urban Review, 45*(1), 58–73.

Draws on a nine-month critical teacher inquiry investigation. Engages borderlands analysis to examine experiences of 11th- and 12th-grade students who participated in a year-long Chicana/o-Latina/o studies course in California shortly after the passage of Arizona House Bill 2281 (HB 2281). Illuminates the physical and metaphorical borders that Chicana/o and Latina/o youth navigate and challenge while working for social change in communities. Finds classroom experiences served as *sitios y lenguas,* or decolonizing spaces and discourses, for students to reflect on transformation of social, political, and ethnic identities.
#discourse/culturalanalysis #immigrant/refugee #curriculum #pedagogical/contentknowledge/
culturallyrelevantpedagogy

Rogers, R., & Elias, M. (2012). Storied selves: A critical discourse analysis of young children's literate identifications. *Journal of Early Childhood Literacy, 12*(3), 259–292.

Asks how young children author themselves as literate in the domains of school and home. What social languages, cultural models, discourses, relationships, and situated identities do they enact? Draws on interviews conducted with first- and second-grade students who participated in a literacy clinic at an urban school site. Uses critical discourse analysis to examine children's literate identities in different domains. Findings suggest that young children call on a hybrid mix of discourse patterns to author themselves as literate beings.
#discourse/culturalanalysis #literacy #familyliteracy #identity

Ropers-Huilman, R., Winters, K. T., & Enke, K. A. E. (2013). Discourses of Whiteness: White students at Catholic women's colleges (dis)engaging race. *Journal of Higher Education, 84*(1), 28–55.

Focuses on discursively analyzed data from interviews and focus groups with 25 white seniors at two Catholic women's colleges. Suggests that participants understood whiteness through discourses of insignificance, nominal difference, responsibility, and transformation and that these understandings affected their college experiences and envisioned futures. Argues that attention to the construction of white "experience" is important for transforming the meaning of whiteness and for transforming the relations of race in general.
#discourse/culturalanalysis #race #identity #schooling

Waring, H. Z., & Hruska, B. L. (2012). Problematic directives in pedagogical interaction. *Linguistics and Education: An International Research Journal, 23*(3), 289–300.

Describes the specific ways in which certain practices of directives can hinder learner participation and compromise learning opportunities. Analyzes data from a videotaped tutoring session collected at an after-school early literacy program, utilizing the conversation analytic framework and ethnographic details. Findings of this study contribute to the existing work on directives as well as on teacher practices in pedagogical interactions.
#discourse/culturalanalysis #pedagogical/contentknowledge/culturallyrelevantpedagogy #pedagogy #sociolinguistics

Yoon, B. (2012). Junsuk and Junhyuck: Adolescent immigrants' educational journey to success and identity negotiation. *American Educational Research Journal, 49*(5), 971–1002.

Examines two adolescent immigrant boys' educational journey to success, through analysis of positioning theory and negotiated identities. Focuses on boys' narratives about schooling experiences during middle and high school years in the United States. Reports on the complexities of their identity negotiation and the process of their self-positioning and interactive positioning. Suggests that rather than a single focus on language or culture, students' critical awareness of identity, negotiated identities, and external confirmation of unique abilities enable them to construct and reconstruct the context that contributes to their success.
#discourse/culturalanalysis #immigrant/refugee #schooling #identity

Other Related Research

Anderson, E. (2012). Race, culture, and educational opportunity. *Theory and Research in Education, 10*(2), 105–129.

Ashcraft, C. (2012). But how do we talk about it?: Critical literacy practices for addressing sexuality with youth. *Curriculum Inquiry, 42*(5), 597–628.

Awokoya, J. T. (2012). Identity constructions and negotiations among 1.5- and second-generation Nigerians: The impact of family, school and peer contexts. *Harvard Educational Review, 82*(2), 255–281.

Byun, S.-Y., Schofer, E., & Kim, K.-K. (2012). Revisiting the role of cultural capital in East Asian educational systems: The case of South Korea. *Sociology of Education, 85*(3), 219–239.

Cervantes-Soon, C. G. (2012). *Testimonios* of life and learning in the borderlands: Subaltern Juárez girls speak. *Equity & Excellence in Education, 45*(3), 373–391.

Curwood, J. (2013). Redefining normal: A critical analysis of (dis)ability in young adult literature. *Children's Literature in Education, 44*(1), 15–28.

Dixon-Román, E., & Gomez, W. (2012). Cuban youth culture and receding futures: Hip hop, reggaetón and *pedagogías marginal. Pedagogies: An International Journal, 8*(4), 364–379.

Francois, C. (2013). Reading in the crawl space: A study of an urban school's literacy-focused community of practice. *Teachers College Record, 115*(5), 1–35.

Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry, 43*(1), 48–70.

Harklau, L. (2013). Why Izzie didn't go to college: Choosing work over college as Latina feminism. *Teachers College Record, 115*(1), 1–32.

Houchen, D. (2013). "Stakes is high": Culturally relevant practitioner inquiry with African American students struggling to pass secondary reading exit exams. *Urban Education, 48*(1), 92–115.

Irvine, J. J. (2012). Complex relationships between multicultural education and special education: An African American perspective. *Journal of Teacher Education, 63*(4), 268–274.

Johnson, E., & Vasudevan, L. (2012). Seeing and hearing students' lived and embodied critical literacy practices. *Theory into Practice, 51*(1), 34–41.

Kamberelis, G. (2013). Generative routinized practices and the production of classroom cultures and identities. *Pedagogies: An International Journal, 8*(1), 24–43.

Kaposi, D., & Dell, P. (2012). Discourses of plagiarism: Moralist, proceduralist, developmental and inter-textual approaches. *British Journal of Sociology of Education, 33*(6), 813–830.

Kleve, B., & Penne, S. (2012). Cross-curricularity in a literacy perspective: Contrast, confrontation and metalinguistic awareness. *International Journal of Educational Research, 55*, 48–56.

Laman, T. T., Jewett, P., Jennings, L. B., Wilson, J. L., & Souto-Manning, M. (2012). Supporting critical dialogue across educational contexts. *Equity & Excellence in Education, 45*(1), 197–216.

Lewis, C. (2012). Oppositional culture and educational opportunity. *Theory and Research in Education, 10*(2), 131–154.

Mead, M. A., & Silova, I. (2013). Literacies of (post)socialist childhood: Alternative readings of socialist upbringings and neoliberal futures. *Globalisation, Societies & Education, 11*(2), 194–222.

Phuntog, N. B. (2012). The role of ethnic identity in school engagement: Perceptions of immigrant Tibetan adolescents in select US public schools. *Intercultural Education, 23*(3), 237–247.

Rotas, N., & Springgay, S. (2013). "You go to my head": Art, pedagogy and a "politics-to-come." *Pedagogies: An International Journal, 8*(3), 278–290.

Rueda, R., & Stillman, J. (2012). The 21st century teacher: A cultural perspective. *Journal of Teacher Education, 63*(4), 245–253.

Schieble, M. (2012). Critical conversations on whiteness with young adult literature. *Journal of Adolescent & Adult Literacy, 56*(3), 212–221.

Silva, J. M. (2012). Critical classrooms: Using artists' lives to teach young students social groups, power, and privilege. *Urban Education, 47*(4), 776–800.

Staples, J. M. (2012). "Niggaz dyin' don't make no news": Exploring the intellectual work of an African American urban adolescent boy in an after-school program. *Educational Action Research, 20*(1), 55–73.

van Oord, L., & Corn, K. (2013). Learning how to "swallow the world": Engaging with human difference in culturally diverse classrooms. *Journal of Research in International Education, 12*(1), 22–32.

Vetter, A. (2013). "You need some laugh bones!": Leveraging AAL in a high school English classroom. *Journal of Literacy Research, 45*(2), 173–206.

Literacy

Tags: #literacy #development #identity #linguistic #literacyassessment #familyliteracy #adult literacy #communityliteracy #spelling #contentliteracy #bilingual

Cervetti, G. N., Barber, J., Dorph, R., Pearson, P. D., & Goldschmidt, P. G. (2012). The impact of an integrated approach to science and literacy in elementary school classrooms. *Journal of Research in Science Teaching, 49*(5), 631–658.

Half of 94 fourth-grade teachers taught an inquiry-based fourth-grade light-and-energy unit that included a variety of literacy tasks. Treatment-group teachers were given step-by-step manuals and materials that included 18- to 24-page, research-designed science books, a student notebook, and activity kits. Each of the four investigations included four hands-on, two reading, two writing, and two discourse, review-type sessions. Comparison teachers used their normal curriculum, including textbooks (77%) and hands-on activities (60%). Measures included a multiple-choice test for content, a measure of writing, assessment of science vocabulary through definitions and cloze tests, and an assessment of science reading comprehension. The treatment group made significantly greater gains in concept development and science writing, though there were no effects on reading comprehension.
#literacy #language #curriculumdevelopment

Fisher, D., Frey, N., & Nelson, J. (2012). Literacy achievement through sustained professional development. *The Reading Teacher, 65*(8), 551–563.

Investigates changes in student achievement during and after implementation of an instructional framework developed in partnership with researchers and an elementary school district. Over several years, growth was observed in the state scores for most of the 44 schools in the district, although not to the degree hoped for. Employing a constant-comparative method, the study documented implementation by 75% or more teachers. Aspects of building an instructional framework were observed in various classrooms, including purpose, modeling, guided instruction, productive groups, and independent mastery. Nine years later, 41 schools scored above expectations.
#literacy #literacyassessment #professionaldevelopment/teachereducation

Hall, L. A. (2012). Moving out of silence: Helping struggling readers find their voices in text-based discussions. *Reading & Writing Quarterly, 28*(4), 307–332.

Examines how student identities as readers influence participation in small-group contexts. Uses student interviews and transcripts of discussion to explore how struggling middle school readers were able to increase verbal participation in small-group discussions. Struggling readers, as identified through the Gates-MacGinitie test of reading comprehension, gradually increased participation, taking on leadership roles toward the conclusion of the study. Creating supportive environments for struggling readers may increase their comprehension strategy use and participation in discussions of reading.
#literacy #strugglingreaders #contentliteracy #comprehension

Kieffer, M. J., & Box, C. D. (2013). Derivational morphological awareness, academic vocabulary, and reading comprehension in linguistically diverse sixth graders. *Learning and Individual Differences, 24*(2), 168–175.

Examines morphological development of 137 sixth graders, including Spanish-speaking language minority students, and native English–speaking students. Measures of morphological knowledge

were based on 16 sentence completions read aloud with four multiple-choice nonsense words that differed in derived suffixes. Morphological knowledge predicted comprehension scores on the Gates-MacGinitie reading comprehension subtest. Predictive relationships were the same for both language groups. In path analyses, morphological knowledge contributed to comprehension indirectly through fluency and academic vocabulary. The authors discuss the importance of integrating morphology in linguistically diverse classrooms.
#literacy #vocabulary #linguistic

Leyva, D., Sparks, A., & Reese, E. (2012). The link between preschoolers' phonological awareness and mothers' book-reading and reminiscing practices in low-income families. *Journal of Literacy Research, 44*(4), 426–447.

Examines the relationship between 54 preschool children's development of phonological awareness and the quality and frequency of their interactions with parents during book-reading and reminiscing practices. Phonological awareness skills were assessed in the fall and spring semesters of preschool. Children and parents were videotaped while reading books and talking about past events. Analysis of the videotapes suggests that the quality of the reminiscing (i.e., the number of open-ended questions asked by the parent) was predictive of the children's phonological awareness skills at the end of the preschool year. The quality and frequency of book reading were not found to be directly related to phonological awareness skills.
#literacy #familyliteracy #development

Loftus, S. M., & Coyne, M. D. (2013). Vocabulary instruction within a multi-tier approach. *Reading & Writing Quarterly, 29*(1), 4–19.

Measures effects of multitiered vocabulary intervention among kindergarten students. Increases in both target word knowledge ($d = 1.71$) and listening comprehension ($d = 0.42$) indicate that vocabulary instruction enhances target word knowledge as well as general language and literacy measures. At-risk students receiving supplemental small-group vocabulary instruction (Tier 2 intervention) made gains approaching those of students identified as not-at-risk. However, implications for classroom application require further research.
#literacy #vocabulary #strugglingreaders

Pentimontia, J. M., Zucker, T. A., Justice, L. M., Petscherc, Y., Piastaa, S. B., & Kaderavek, J. N. (2012). A standardized tool for assessing the quality of classroom-based shared reading: Systematic Assessment of Book Reading (SABR). *Early Childhood Research Quarterly*, *27*, 512–528.

Studies the validity of the SABR observation guide and its five constructs with 105 preschool teachers, using coding at 15-second intervals of videos of texts read aloud to the whole class. Identifies 21 codes within the five categories: language development, abstract thinking, elaborations, print/phonological, and climate. Teacher comments primarily promoted language development and print/phonological skills, with few comments pertaining to the other categories. Psychometric properties were strong for delayed alternate-form and inter-rater reliability. Convergent validity was investigated for this tool and the Classroom Assessment Scoring System (CLASS) and subscales of the Early Learning and Literacy Classroom Observation (ELLCO) tool. Confirmatory factor analyses were supportive and reliability was strong, except for the print/phonological category. The SABR tool is available at clrc.ehe.osu.edu/resources/assessments
#literacy #development #literacyassessment

Purcell-Gates, V., Anderson, J., Gagne, M., Jang, K., Lenters, K., & McTavish, M. (2012). Measuring situated literacy activity: Challenges and promises. *Journal of Literacy Research, 44*(4), 396–425.

Develops a method for collecting and analyzing empirical data on the effectiveness of family literacy programs. Three cohorts of immigrant and refugee families participated in English language instruction utilizing real-world literacy activities. English literacy growth for both the adults and the children was determined through pre- and posttests. A coding manual was

developed to rate the texts and instructional activities observed and recorded with field notes. Findings suggest that there are reliable and valid ways to empirically document literacy growth within socially situated contexts.
#literacy #familyliteracy #literacyassessment #communityliteracy

Schwartz, R. M., Schmitt, M. C., & Lose, M. K. (2012). Effects of teacher-student ratio in response to intervention approaches. *Elementary School Journal, 112*(4), 547–567.

Examines the impact of teacher-student ratios of 1:1, 1:2, 1:3, and 1:5 on the learning of 170 at-risk first graders taught by 85 Reading Recovery teachers over 20 weeks. The 1:1 group made greater gains than the other groups on eight of the nine measures included: text reading, letter identification, concepts about print, the Ohio Word List, writing vocabulary, hearing and recording sounds, the Slosson Oral Reading Test, a standardized word list, and a spelling assessment. There were no differences in gains among the children in the other conditions, though trend analyses suggest that literacy performance decreased with group size. The authors discuss research related to group size in interventions and examine how learning was accelerated in the 1:1, but not in the other teacher-student ratios.
#literacy # literacyassessment #development

Williamson, P., Mercurio, M., & Walker, C. (2013). Songs of the caged birds: Literacy and learning with incarcerated youth. *English Journal, 102*(4), 31–37.

Describes instructional activities designed by National Board Certified English teachers as relevant and motivating to incarcerated youth. Curriculum includes reading, writing, and small-group discussion around meaningful topics and action research conducted by the students. Project-based learning is also used to incorporate reading and writing into the content areas.
#literacy #communityliteracy

Worthy, J., Consalvo, A. L., Bogard, T., & Russell, K. W. (2012). Fostering academic and social growth in a primary literacy workshop classroom. *Elementary School Journal, 112*(4), 568–589.

Academic, yearlong case study examines how an exemplary teacher worked to "restory" two students who began second grade with negative behavioral, emotional, and academic reputations from previous years at the school. Describes teacher actions such as personalizing instruction, providing caring attention and positive interactions, and holding students responsible within the literacy workshop. Recommends building on this research by studying additional classes run by teachers identified as both exemplary and skilled in working with challenged students to confirm the potential for "restorying" students with negative reputations.
#literacy #identity #development

Other Related Research

Billman, A., & Pearson, P. D. (2013). Literacy in the discipline. *Literacy Learning: The Middle Years, 21*(1), 25–33.

Deunk, M. I., Berenst, J., & de Glopper, K. (2013). Home-school book sharing comes in many forms: A micro-analysis of teacher-child interaction during the activity of borrowing a school book. *Journal of Early Childhood Literacy, 13*(2), 242–270.

Dice, J. L., & Schwanenflugel, P. (2012). A structural model of the effects of preschool attention on kindergarten literacy. *Reading and Writing, 25*, 2205–2222.

Harris, K. R., Lynne, K. L., Driscoll, S. A., Graham, S., Wilson, K., Sandmel, K., Brindle, M., & Schatschneider, C. (2012). Tier 1, teacher-implemented self-regulated strategy development for students with and without behavioral challenges: A randomized controlled trial. *Elementary School Journal, 113*(2), 160–191.

Helman, L. (2012). *Literacy instruction in multilingual classrooms: Engaging English language learners in elementary schools*. New York: Teachers College Press.

Huang, F. L., Invernizzi, M. A., & Drake, E. A. (2012). The differential effects of preschool: Evidence from Virginia. *Early Childhood Research Quarterly*, *27*, 33–45.

Matute, E., Montiel, T., Pinto, N., Rosselli, M., Ardila, A., & Zarabozo, D. (2012). Comparing cognitive performance in illiterate and literate children. *International Review of Education*, *58*, 109–127.

Pacheco, M. B., & Goodwin, A. P. (2013). Putting two and two together: Middle school students' morphological problem-solving strategies for unknown words. *Journal of Adolescent and Adult Literacy, 56*(7), 541–553.

Penuel, W. R., Bates, L., Gallagher, L. P., Pasnik, S., Llorente, C., Townsend, E., Hupert, N., Domínguez, X., & VanderBorght, M. (2012). Supplementing literacy instruction with a media-rich intervention: Results of a randomized controlled trial. *Early Childhood Research Quarterly, 27,* 115–127.

Pianta, R. C. (Ed.). (2012). *Handbook of early childhood education.* New York: Guilford Press.

Richgels, D. J. (2013). Talk, write, and read: A method for sampling emergent literacy skills. *The Reading Teacher, 66*(5), 380–389.

Sénéchal, M., Ouellette, G., Pagan, S., & Lever, R. (2012). The role of invented spelling on learning to read in low-phoneme awareness kindergartners: A randomized-control-trial study. *Reading and Writing*, *25*, 917–934.

Tatum, A. W., & Gholnecsar, E. M. (2012). African American males and literacy development in contexts that are characteristically urban. *Urban Education, 47*(2), 434–463.

Taylor, B. M., & Duke, N. K. (Eds.). (2013). *Handbook of effective literacy instruction: Research-based practice K–8*. New York: Guilford Press.

Literary Response/Literature/Narrative

Tags: #literaryresponse/literature/narrative #engagement #instruction #genreknowledge #discussion #interpretation #culturalvalues/models #storydevelopment #aestheticresponse #adolescentliterature #perspectivetaking #developmentaldifferences

Adomat, D. S. (2012). Drama's potential for deepening young children's understandings of stories. *Early Childhood Education Journal, 40*(6), 343–350.
Reports on a seven-month qualitative study investigating how 10 first-graders who had been identified for the school's reading support program built literacy understanding through drama. Finds that the participants were capable of demonstrating rich understandings of children's literature on multiple levels through drama.
#literaryresponse/literature/narrative #perspectivetaking #developmentaldifferences #aestheticresponse

Cummins, A. (2013). Border crossings: Undocumented migration between Mexico and the United States in contemporary young adult literature. *Children's Literature in Education, 44*(1), 57–73.
Examines all YA novels published in English since 1981 that portray undocumented migration between the United States and Mexico. Notes that attitudes toward undocumented youth are dominantly sympathetic. Explores the way three central features are portrayed in the novels: issues of agency, antagonistic forces, and "swirl" migration.
#literaryresponse/literature/narrative #adolescentliterature #perspectivetaking

Dallacqua, A. K. (2012). Exploring literary devices in graphic novels. *Language Arts, 89*(6), 365–378.

Examines how fourth-grade students engage with a graphic novel. Analyzes data from book discussions and one-on-one interviews and finds a prominence of data focused on literary devices. Discusses the possibilities that graphic novels offer in introducing literary devices and scaffolding student learning about traditional, print-based literature.
#literaryresponse/literature/narrative #genreknowledge #discussion

Golos, D., Moses, A., & Wobers, K. (2012). Culture or disability? Examining deaf characters in children's book illustrations. *Early Childhood Education Journal, 40*, 239–249.

Provides a content analysis of illustrations in 20 picture books targeted to ages 4 to 8 years for messages linked to pathological and cultural models of deafness. Results indicate that the illustrations do not represent deaf characters from a cultural perspective; instead, deaf characters are more frequently depicted as having a pathological condition or disability.
#literaryresponse/literature/narrative #culturalvalues/models #storydevelopment

Haddix, M., & Price-Dennis, D. (2013). Urban fiction and multicultural literature as transformative tools for preparing English teachers for diverse classrooms. *English Education, 45*(3), 247–283.

Discusses two case studies of preparing English teachers from a "diversities perspective." Finds that preservice teachers take up critical perspectives on diversity issues through reading and responding to urban and multicultural literature.
#literaryresponse/literature/narrative #culturalvalues/models

Heinecken, D. (2013). "All of her changes have made me think about my changes": Fan readings of Phyllis Reynolds Naylor's *Alice* series. *Children's Literature in Education, 44*(2), 104–119.

Examines two years of blog posts on a fan website devoted to the popular *Alice* series. Uses reader-response theory to determine how young readers construct personal identities in relation to the series's often controversial content.
#literaryresponse/literature/narrative #discussion #adolescentliterature #perspectivetaking

Lee, H., & Gilles, C. (2012). Discussing culturally relevant books online: A cross-cultural blogging project. *English Teaching: Practice and Critique, 11*(4), 161–177.

Presents results from a two-year blogging project in which American and Taiwanese students shared their responses to culturally relevant picture books. Findings suggest that students gained deeper understandings of another culture, as well as the texts, through opportunities to communicate authentically with people from another culture. Students also displayed greater confidence and critical thinking skills when discussing culturally relevant picture books.
#literaryresponse/literature/narrative #culturalvalues/models #perspectivetaking

Liang, L. A., Watkins, N. M., & Williams, V. S. (2013). A step toward global awareness: An examination of USBBY Outstanding International Books for the primary grades. *Journal of Children's Literature, 39*(1), 16–24.

Examines all titles for grades K–2 on the United States Board on Books for Young People (USBBY) Outstanding International Books lists from 2006 to 2012 to find common characteristics and easily identified internationalism. Finds that contemporary realistic fiction about imagination and books with humorous tone dominated the list. Notes that few of the titles were noticeably "international"—fewer than one-quarter had either an international setting or a plot explicitly embedded in a specific culture.
#literaryresponse/literature/narrative #genreknowledge

Lopez-Robertson, J. (2012). "*Oigan, tengo un cuento*": Crossing "*la frontera*" of life and books. *Language Arts, 90*(1), 30–43.

Investigates the *cuentos*/stories told during *pláticas literarias*/literature discussions and explores how five young Latinas used their cuentos to communicate meaning through intertextual

connections. These intertextual connections revealed that young children from linguistically, culturally, and socioeconomically diverse backgrounds are capable of drawing on their cultural traditions—in this case, storytelling—to make meaning. The girls' cuentos were the building blocks for the discussions and provided counternarratives to the prevailing deficit view used to measure the academic potential of Latinos.
#literaryresponse/literature/narrative #culturalvalues/models #genreknowledge

Ryan, C., & Hermann-Wilmarth, J. (2013). Already on the shelf: Queer readings of award-winning children's literature. *Journal of Literacy Research, 45*(2), 142–172.

Analyzes four high-quality, award-winning children's books already included in many schools and classrooms through a "queer lens." Offers possible queer readings of these texts and suggests that by queering on-the-shelf texts and then asking students to think about how that queering connects to larger social issues, elementary school classrooms can become places where identity categories are made visible and are questioned.
#literaryresponse/literature/narrative #culturalvalues/models #instruction #interpretation

Sabelti, S. (2012). Reading graphic novels in school: Texts, contexts and the interpretive work of critical reading. *Pedagogy, Culture and Society, 20*(2), 191–210.

Examines the critical reading practices of an extracurricular graphic-novel reading group using Fish's theory of interpretive communities. Suggests that the strategies used when reading alternative texts in out-of-school contexts can provide insight into engaging students in school environments.
#literaryresponse/literature/narrative #adolescentliterature #instruction #engagement

Sarigianides, S. T. (2012). Tensions in teaching adolescence/ts: Analyzing resistances in a young adult literature course. *Journal of Adolescent & Adult Literacy, 56*(3), 222–230.

Examines the tensions and pedagogical potential involved in teaching a young adult literature course when viewed through the discourses of adolescence. Looks at the perspectives and stereotypes about adolescents that are currently held in society and the influence those stereotypes have on secondary literacy curricula. Discusses the possible benefits of teachers resisting and interrupting the stereotypes and discourses about their students.
#literaryresponse/literature/narrative #adolescentliterature #instruction

Schachter, E., & Galili-Schachter, I. (2012). Identity literacy: Reading and teaching texts as resources for identity formation. *Teachers College Record, 114*(5), 1–37.

Explores 12 Israeli teachers' ideas regarding teaching texts. Three themes regarding the proper way to teach texts emerge from the analysis: (1) good textual study is potentially personally meaningful; (2) good teaching accentuates the potential of texts to trigger identity processes in the reader; and (3) for students to learn to read in this manner, a particular stance toward texts needs to be taught. The concept of identity literacy is suggested as an alternative conceptual lens with which to frame the purpose and practice of teaching texts in the classroom.
#literaryresponse/literature/narrative #engagement #instruction

Schieble, M. (2012). Critical conversations on whiteness with young adult literature. *Journal of Adolescent & Adult Literacy, 56*(3), 212–221.

Analyzes whiteness intersected with identity markers, such as class and gender, in two adolescent novels. Discusses ways educators can bring critical literacy into the classroom by using young adult literature.
#literaryresponse/literature/narrative #adolescentliterature #instruction #culturalvalues/models

Shim, J. M. (2012). Exploring how teachers' emotions interact with intercultural texts: A psychoanalytic perspective. *Curriculum Inquiry, 42*(4), 472–496.

Analyzes 14 teachers' emotional responses to literature in online discussion of contemporary short stories and films that embody intercultural themes. Finds that teachers' exaggerated responses illuminated feelings of discomfort about uncertainties and unknowns in the literature. Suggests that such feelings may be significant obstacles in teaching students who are from cultures different from their teachers'.
#literaryresponse/literature/narrative #aestheticresponse #discussion #culturalvalues/models

Thein, A. H. (2013). Language arts teachers' resistance to teaching LGBT literature and issues. *Language Arts, 90*(3), 169–180.

Examines the discursive strategies used by current and prospective language arts teachers to justify and qualify why they held anti-homophobic views but simultaneously could not or would not teach LGBT (lesbian, gay, bisexual, transgender) texts and issues in their classrooms. Offers implications for language arts teachers and teacher educators aimed at questioning status quo discourses and taking up more active stances toward combating homophobia and heteronormativity in language arts classrooms.
#literaryresponse/literature/narrative #instruction #culturalvalues/models #discussion

Wiseman, A. M. (2013). Summer's end and sad goodbyes: Children's picturebooks about death and dying. *Children's Literature in Education, 44*(1), 1–14.

Explores the body of picture books written on death from 2001 to 2011. Presents close analysis of three books as samples to illustrate the different ways picture books express the psychological and cultural issues around children's experiences of loss.
#literaryresponse/literature/narrative #culturalvalues/models

Worthy, J., Chamberlain, K., Peterson, K., Sharp, C., & Shih, P. (2012). The importance of read-aloud and dialogue in an era of narrowed curriculum: An examination of literature discussions in a second-grade classroom. *Literacy Research and Instruction, 51*(4), 308–322.

Investigates the pedagogical strategies used by an exemplary second-grade teacher and how she fostered students' engagement with literature. Finds that the discourse used by the teacher was instrumental in building a positive classroom environment. Affirms the power of dialogue in creating a safe space for student literature discussion.
#literaryresponse/literature/narrative #discussion #instruction #engagement

Youngs, S. (2012). Understanding history through the visual images in historical fiction. *Language Arts, 89*(6), 379–395.

Examines purposeful instruction in visual and design systems of meaning in historical fiction picture books. Finds that this instruction moved readers beyond literal elements of the texts and images, encouraged readers to construct meanings from a variety of perspectives, and created spaces for critical reading and inquiry.
#literaryresponse/literature/narrative #perspectivetaking #instruction #genreknowledge

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Barone, D. (2013). Making meaning: Individual and group response within a book club structure. *Journal of Early Childhood Literacy, 13*(1), 3–25.

Benwell, B. (2012). Common-sense anti-racism in book group talk: The role of reported speech. *Discourse & Society, 23*(4), 359–376.

Caracciolo, M. (2013). Phenomenological metaphors in readers' engagement with characters: The case of Ian McEwan's *Saturday. Language and Literature, 22*(1), 60–76.

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Chi, F. (2012). Searching for intertextual connections in small group text discussion. *Journal of Research in Reading, 35*(3), 251–266.

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Thein, A. H., & Sloan, D. L. (2012).Toward an ethical approach to perspective-taking and the teaching of multicultural texts: Getting beyond persuasion, politeness, and political correctness. *Changing English: Studies in Culture and Education, 19*(3), 313–324.

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Yolin, E. (2012). Pictures in pictures: Art history and art museums in children's picturebooks. *Children's Literature in Education, 43*(3), 260–272.

Youngs, S. (2012). Injustice and irony: Students respond to Japanese American internment picturebooks. *Journal of Children's Literature, 38*(2), 37–49.

Youngs, S., & Serafini, F. (2013). Discussing picturebooks across perceptual, structural, and ideological perspectives. *Journal of Language and Literacy Education, 9*(1), 185–200.

Media Literacy

Tags: #medialiteracy #games #films #television #advertising #music #news #audiences #media effects #representations #gender #multiliteracies #multitasking

Al-Abbasi, D. (2012). The effects of modality and multimedia comprehension on the performance of students with varied multimedia comprehension abilities when exposed to high complexity, self-paced multimedia instructional materials. *Journal of Educational Multimedia & Hypermedia, 21*(3), 215–239.

Examines the effects of modality and multimedia comprehension on test results for both retention and transfer among 115 students using complex, self-paced multimedia instructional materials. Finds that modality had little or no significant effect on students' performance on the retention test, but it did have an effect on the transfer test results. Multimedia comprehension had significant effects on results of both the retention and transfer tests, particularly for average and above-average students, suggesting the value of multimedia comprehension materials in the classroom.
#medialiteracy #reading #representations #multiliteracies

Appel, M. (2012). Are heavy users of computer games and social media more computer literate? *Computers & Education, 59*(4), 1339–1349.

Uses regression analysis to examine the relationships of 200 adolescents' practice of playing games on PCs/Macs to higher scores on their practical and theoretical computer knowledge. Finds that

playing games was significantly related to practical computer knowledge, particularly for adolescents who played shooters, fantasy games, or Facebook games. There was also a relationship between use of social media and practical computer knowledge. These relationships were tied to a decrease in computer anxiety, and not positive attitudes toward computers.
#medialiteracy #games #mediaeffects

Ashley, S. (2012). Exploring message meaning: A qualitative media literacy study of college freshmen. *Journal of Media Literacy Education, 4*(3), 229–243.

Analyzes 99 first-year college students' responses to an advertisement, a public relations message, and a news report. Finds that students demonstrated little or no critical analysis of these media, accepting their intended messages at face value. Students also had difficulty distinguishing public relations from news messages, suggesting the need for critical media analysis and distinguishing between media formats.
#medialiteracy #television #advertising #news

Bartsch, A. (2012). Emotional gratification in entertainment experience. Why viewers of movies and television series find it rewarding to experience emotions. *Media Psychology, 15*(3), 267–302.

Identifies how different types of gratifications are related to various emotions in adult audiences' responses to movies and television, as well as positive evaluations of movies and television programs. Finds that fun, thrill, and empathic sadness were emotions related to gratification among interviewees, and four factors—contemplative emotional experiences, emotional engagement with characters, social sharing of emotions, and vicarious release of emotions—were related to fulfilling larger audience needs, as well as positive evaluations. Suggests the importance of the role of emotions related to gratification, needs, and evaluations in response to movies and television programs.
#medialiteracy #mediaeffects #films #television

Charmaraman, L. (2013). Congregating to create for social change: Urban youth media production and sense of community. *Learning, Media & Technology, 38*(1), 102–115.

Analyzes the media production processes of 14 students ages 15–19 enrolled in an after-school program over an 18-month period. Identifies the importance of collaborative, group ownership of productions; the need to create safe spaces for experimentation and adoption of critical stances; the value of diverse voices within the community; and the benefits of providing students with opportunities to publicly showcase their work.
#medialiteracy #films #representations #multiliteracies

Duggan, M., & Brenner, J. (2013). *The demographics of social media users: 2012.* Retrieved from Pew Research Center's Internet & American Life Project website: http://pewinternet.org/Reports/2013/Social-media-users.aspx

Surveys users of social media sites, finding that users under age 50 are more likely to use all types of social media, with 83% of those ages 18–29 using social media. Higher levels of use were found for women over men and urban over rural users. Use of Twitter has doubled to 15% since 2010, increasing particularly for younger urban dwellers. Women and upper-income users are more likely to use Pinterest and Instagram; African Americans and Hispanics are more likely than Whites to use Instagram. Two-thirds of online adults use Facebook, particularly women and younger adults.
#medialiteracy #digital/technologytools #audiences #gender

Forman, M. (2013). 'Hood work: Hip-hop, youth advocacy, and model citizenry. *Communication, Culture & Critique, 6*(2), 244–257.

Analyzes disenfranchised urban adolescents' use of hip-hop practices (b-boying, aerosol art, DJing, and MCing) as multimodal expressions of resistance and agency. Finds that adolescents

use hip-hop to critique and challenge stereotypical, deficit media representations of urban adolescents, as well as a means for expression of authority and responsibility related to addressing issues facing urban youth and neighborhoods.
#medialiteracy #writing #representations #multiliteracies

Hall, H. R., & Smith, E. L. (2012). "This is not reality . . . it's only TV": African American girls respond to media (mis)representations. *New Educator, 8*(3), 222–242.

Analyzes three African American high school females' interpretation and critique of stereotypical race, class, and gender representations in music videos. Finds that students' background cultural experiences and developmental level influence their ability to interpret and critique these representations. Suggests the need to consider how differences in students' cultural experiences and cognitive level of development influence media literacy analysis, as well as the need to foster alternative position representations to counter stereotypical representations.
#medialiteracy #films #music #representations

Harste, J. C., & Albers, P. (2013). "I'm riskin' it": Teachers take on consumerism. *Journal of Adolescent & Adult Literacy, 56*(5), 381–390.

Examines how elementary and secondary teachers enrolled in a critical literacy master's program developed critical responses to advertisements over time, related to adopting critical stances on consumerism. Finds that as teachers acquired specific language and methods of critical media literacy, their ability to engage in critical analysis increased—abilities that could then transfer to their classroom instruction.
#medialiteracy #representations #advertising #multiliteracies

Hobbs, R., & RobbGrieco, M. (2012). African-American children's active reasoning about media texts as a precursor to media literacy in the United States. *Journal of Children & Media, 6*(4), 502–519.

Compares African American children ages 9–11 who were high-achieving, gifted, and enrolled in a special program with those enrolled in a regular education program in their use of active reasoning to explain why they enjoyed their favorite TV shows, songs, and videogames. Finds that while the regular students' explanations generally consisted of simple emotional reaction, the high-achieving students provided more detailed, reasoned explanations, reflecting the value and usefulness of active reasoning about television in the home and the need for media literacy instruction in the use of active reasoning in the classroom.
#medialiteracy #representations #television #games

Jocius, R. (2013). Exploring adolescents' multimodal responses to *The Kite Runner*: Understanding how students use digital media for academic purposes. *Journal of Media Literacy Education, 5*(1), 310–325.

Analyzes 36, 12th-grade students using PowerPoint and digital video production to create multimodal retellings of events from *The Kite Runner* as well as representations of the author's use of literary devices. Finds that students' ability to choose different modes in terms of music, sounds, images, and video was an important factor in their engagement with multimodal responses to the novel. Results show that 94% expressed a preference for a multimodal response project versus a traditional written essay; 73% indicated that they had not completed such a project in previous courses.
#medialiteracy #representations #multiliteracies #music

Lenhart, A. (2012). *Teens & online video.* Retrieved from Pew Research Center's Internet & American Life Project website: http://www.pewinternet.org/Reports/2012/Teens-and-online-video.aspx

Analyzes uses of online video in 2011 among 799 online adolescents ages 12–17. Finds that 37% engaged in video chats using Skype, Google Talk, or iChat, with females and those with higher

family incomes more likely to engage in chats than males or lower–family income adolescents; 27% recorded and uploaded video; and 13% streamed video live to the Internet. Adolescent users of social media are heavier users of these video tools than older users.
#medialiteracy #digital/technologytools #audiences #films

Nielsen Company. (2013). *The Nielsen March 2013 cross-platform report: Free to move between screens.* Retrieved from Nielsen Company website: http://www.nielsen.com/us/en/reports/2013/the-nielsen-march-2013-cross-platform-report--free-to-move-betwe.html

Finds that Americans average 41 hours of weekly TV viewing, with African Americans devoting an average of 55 hours; Hispanics, 35 hours; and Asian Americans, 27 hours. In 2013, 5,010,000 US homes described as "zero-TV" homes are accessing content not through traditional TV connections, but through use of alternative services and devices, an increase from 2,010,000 in 2007, although the 2013 figure still amounts to only 5% of all US homes. Among zero-TV households, 67% obtain content using smartphones, computers, and tablets. Thirty-six percent of people in these homes cite cost and 31% cite lack of interest in traditional TV content as reasons for using alternative services and devices.
#medialiteracy #digital/technologytools #audiences #films

Parker, J. K. (2013). Critical literacy and the ethical responsibilities of student media production. *Journal of Adolescent & Adult Literacy, 56*(8), 668–676.

Examines 12th-grade students' interactions related to issues of ethical responsibilities and critical literacy in their documentary production on the topic of Latino immigration. Identifies two ethical tensions in these interactions in terms of how students represented issues of Latino immigration: how students portray institutional power and their own personal, political connections to immigration. Suggests a need for media literacy instruction regarding ethical aspects of decision-making in media production.
#medialiteracy #representations #films #audiences

Pea, R., Nass, C., Meheula, L., Rance, M., Kumar, A., Bamford, H., . . . Zhou, M. (2012). Media use, face-to-face communication, media multitasking, and social well-being among 8- to 12-year-old girls. *Developmental Psychology, 48*(2), 327–336.

Surveys 3,461 North American girls ages 8–12 to determine the relationships between their media use/digital communication, their face-to-face communication, and their social well-being. Finds that participants averaged seven hours of media use/digital communication a day. While negative social well-being—feeling less social success, not feeling normal, sleeping less, and having more friends whom parents perceived as bad influences—was positively related to uses of video, online communication, and media multitasking, positive social well-being was positively related to face-to-face communication. Also, digital and face-to-face communication are not interchangeable; face-to-face communication was negatively related to face-to-face multitasking (e.g., texting with someone in the same room). No relationship was found between cell phone ownership/having a television or computer in one's room and social well-being. While these correlational results do not represent causality, they suggest that differences in the use of face-to-face versus digital communication/multitasking may reflect differences in participants' identities/profiles or engagement in different social contexts.
#medialiteracy #digital/technologytools #mediaeffects #multitasking

Pew Research Center's Project for Excellence in Journalism. *The state of the news media, 2013.* Retrieved from Pew Research Center's Project for Excellence in Journalism website: http://stateofthemedia.org/2013/overview-5/

Examines the decline in news reporting, finding that the number of reporters has declined 30% since 2000 and is below the number of reporters in 1978. Analysis of local TV news finds that 40% of news broadcast content consists of sports, weather, and traffic, with the length of

"news" stories shrinking, resulting in a decline in viewers (particularly younger viewers) and a 36% decline in revenues for TV stations from 2006 to 2011. When surveyed, 31% of news users indicated that they had stopped accessing or subscribing to a certain news outlet because of dissatisfaction with the news content they had been receiving. The report identifies the challenges to the news industry of increases in digital advertising on mobile devices and free digital access to news content, which have led 450 of the 1,380 US newspapers to employ or consider employing paid content subscription or a pay wall plan. Findings also show that one result of the decline in news resources has been for organizations, companies, and the government to attempt to communicate directly with the public using alternative technology tools, as well as to directly influence news content, resulting in less potential for objective, critical analysis of organizations, companies, and the government by the news industry.
#medialiteracy #digital/technologytools #news #audiences

Purcell, K., Heaps, A., Buchanan, J., & Friedrich, L. (2013). *How teachers are using technology at home and in their classrooms*. Retrieved from Pew Research Center's Internet & American Life Project website: http://pewinternet.org/Reports/2013/Teachers-and-technology

Reports on a survey of 2,462 Advanced Placement and National Writing Project teachers regarding their use of digital technologies in the classroom. Finds that 73% indicate that they and/or their students employ mobile phones for classroom work, 45% employ e-readers, and 43% employ tablet computers, with younger teachers (under age 35) expressing more confidence and using technology to a greater degree than teachers over age 55. Forty-two percent of those surveyed indicate that their students have more knowledge about uses of technology than they do. Seventy-nine percent provide students with online access to assignments, and 76% have students submit assignments online. Ninety-two percent report that these technologies have had a "major impact" on their ability to access instructional content and materials; 69%, on sharing ideas with colleagues; 67%, on interacting with parents; and 57%, on interacting with students. On the other hand, 75% indicate that these technologies have created new demands for teachers to become knowledgeable about their use in teaching. While 62% indicate that their school does a "good job" of providing technology support—with 68% reporting that their school provides formal training—85% indicate that they, themselves, seek out ways to employ technology in their instruction (with 80% receiving emails about developments in their field and 84% finding online instructional content for use in their teaching).
#medialiteracy #digital/technologytools #professionaldevelopment/teachereducation #writing

Purcell, K., Rainie, L., Heaps, A., Buchanan, J., Friedrich, L., Jacklin, A., . . . Zickuhr, K. (2012). *How teens do research in the digital world*. Retrieved from Pew Research Center's Internet & American Life Project website: http://www.pewinternet.org/Reports/2012/Student-Research.aspx

Reports on a survey of 2,462 Advanced Placement and National Writing Project teachers regarding students' use of digital tools for research. While 77% indicate that use of these tools has had a "mostly positive" impact on student research, 76% report that use of search engines creates false expectations in students that they can readily find relevant information, 83% indicate that the students are overwhelmed by too much information, and 71% report that students do not access a range of different information sources. Eighty-seven percent indicate that use of these tools creates students with shorter attention spans, and 64% report that the tools distract rather than assist students in academic work. Therefore, 47% "strongly" agree and 44% "somewhat" agree on the need for an increased instructional focus on digital literacies.
#medialiteracy #digital/technologytools #reading #writing

Schmidt, H. C. (2013). Media literacy education from kindergarten to college: A comparison of how media literacy is addressed across the educational system. *Journal of Media Literacy Education, 5*(1), 295–309.

Reports on a survey of 277 K–12 and college teachers in one county on their perceptions of student competencies in media literacy, the degree to which they address media literacy in their

teaching, and the importance of media literacy instruction. Finds that teachers perceive students at all levels as having limited media literacy competencies; that media literacy instruction is most likely to occur at the college level and less likely to occur in the early grades; that older, more experienced teachers are more likely to teach media literacy than younger, less experienced teachers; that little attention is given to uses of new media technologies in writing instruction and publication; and that teachers at all levels consider media literacy instruction to be important, particularly critical analysis of media.
#medialiteracy #professionaldevelopment/teachereducation #representations #writing

Srivastava, J. (2013). Media multitasking performance: Role of message relevance and formatting cues in online environments. *Computers in Human Behavior, 29*(3), 888–895.

Examines adults' participation in a media multitasking task involving their free recall, aided/cued recall, and recognition of information. Finds that multitasking was related to reduced performance on all three dependent measures, particularly for low- versus high-relevance messages, although there was some variation in the nature of the task contexts. Suggests that multitasking reduces information recall, although that reduction varies across task contexts.
#medialiteracy #digital/technologytools #reading #multitasking

Vanderhoven, E. (2013). Exploring the usefulness of school education about risks on social network sites: A survey study. *Journal of Media Literacy Education, 5*(1), 285–294.

Reports on a survey of 638 adolescents regarding their attitudes toward privacy on social networking sites. Finds that adolescents, particularly younger adolescents, lack concern about privacy issues, leading to unsafe practices. Also finds that while limited attention is given to the topic in students' instruction, the instruction they do receive has a positive effect on raising adolescent's awareness of privacy issues and their behaviors.
#medialiteracy #digital/technologytools #professionaldevelopment/teachereducation #media effects

Webb, T., & Martin, K. (2012). Evaluation of a US school-based media literacy violence prevention curriculum on changes in knowledge and critical thinking among adolescents. *Journal of Children & Media, 6*(4), 430–449.

Examines the effects of instruction in critical analysis of media violence as well as media literacy analysis on 1,693 sixth- through eighth-grade students' knowledge about media violence and media literacy analysis. Finds that students in the intervention groups were more likely to express an understanding of the negative influence of media violence as well as five media literacy core concepts/key questions than students in a control group.
#medialiteracy #representations #television #films

Other Related Research

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Jeong, S., Cho, H., & Hwang, Y. (2012). Media literacy interventions: A meta-analytic review. *Journal of Communication, 62*(3), 454–472.

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Wohn, D. Y., Ellison, N. B., Khan, M. L., Fewins-Bliss, R., & Gray, R. (2013). The role of social media in shaping first-generation high school students' college aspirations: A social capital lens. *Computers & Education, 63*, 424–436.

Professional Development/Teacher Education

Tags: #professional development/teachereducation #preservice #inservice #mentoring/coaching #sociocultural/collaborativelearning/inquirygroups/communities #critical/reflectivepractice #pedagogical/contentknowledge/culturallyrelevantpedagogy #teacheridentity #teacherbeliefs/assumptions #teacherretention/turnover #studentteaching #actionresearch/inquirycycles

Anderson, L. M., & Stillman, J. A. (2013). Student teaching's contribution to preservice teacher development: A review of research focused on the preparation of teachers for urban and high-needs contexts. *Review of Educational Research, 83*(1), 3–69.

Reviews existing empirical research to identify the extent to which student teaching experiences contribute to preservice teachers' development as future teachers of diverse students. Examines research published from 1990 to 2010 that focused on opportunities to teach in placements in which preservice teachers were to learn about culturally and linguistically diverse students and/or urban students. Finds that while these experiences offer a positive change in preservice teachers' beliefs and attitudes, little attention is paid to the change in actual teaching practices. Points to a need in future research to look across teacher education programs, and encourages studies using multiple and longitudinal methods.
#professionaldevelopment/teachereducation #preservice #studentteaching #pedagogical/contentknowledge/culturallyrelevant

Athanases, S. Z. (2013). Questioning and inquiry in mentoring new teachers of English: A focus on learners. *English Journal, 102*(3), 40–48.

Illustrates mentoring conversations with preservice English language arts teachers on how examining student work can lead to a deeper understanding of student needs. Data are taken from the author's work with preservice teachers, including data memos and conversations on student work. Mentoring strategies are offered to assist preservice teachers with problem-framing and pattern-finding within student work as ways to help identify areas of growth for the teacher and student.
#professionaldevelopment/teachereducation #preservice #mentoring/coaching #sociocultural/collaborativelearning/inquirygroups/communities

Bennett, S. V. (2013). Effective facets of a field experience that contributed to eight preservice teachers' developing understandings about culturally responsive teaching. *Urban Education, 48*(3), 380–419.

Investigates eight preservice teachers' beliefs about culturally relevant pedagogy while they engaged in a tutoring program with students from diverse cultural, linguistic, and socioeconomic backgrounds. The study was structured with a case study design, and analysis consisted of constant comparative analysis, within-case analysis, and cross-case analysis. Effective facets of field

experience are discussed, including one-on-one teacher-student interactions and scaffolding critical reflections through conversation. The author concludes that while cultural immersion programs promote deeper understandings in preservice teachers, it is essential to couple these experiences with critical reflection activities.
#professionaldevelopment/teachereducation #preservice #pedagogical/contentknowledge/culturallyrelevantpedagogy #teacherbeliefs/assumptions

Bourke, R., Mentis, M., & O'Neill, J. (2013). Using activity theory to evaluate a professional learning and development initiative in the use of narrative assessment. *Cambridge Journal of Education, 43*(1), 35–50.

Reports on the impact of a professional development program focused on teachers learning to use narrative assessment. Using Cultural Historical Activity Theory (CHAT), the analysis shows that tensions are present in multiple levels of the activity system. The study reveals how tensions, resting in the roles, the narrative assessment approach, and the rules, exist across the activity system of participants. Results show benefits for students and parents. The authors argue that CHAT provides a complex understanding of teacher engagement with curriculum, pedagogy, and assessment.
#professionaldevelopment/teachereducation #inservice #sociocultural/collaborativelearning/inquirygroups/communities

Brayko, K. (2013). Community-based placements as contexts for disciplinary learning: A study of literacy teacher education outside of school. *Journal of Teacher Education, 64*(1), 47–59.

Examines the impact a community-based placement has on candidates learning about literacy instruction. Placements occurred in ethnically focused community organizations tied explicitly to a literacy methods course and coursework. Data analyzed included observations, journal entries, and other course documents. Findings indicate that students not only learned about literacy instruction through their community placements, but also learned additional aspects of literacy pedagogy that traditional placements might constrain. Candidates began to recognize linguistic and literary competence in children who were using literacy skills and abilities differently (for example, reading newspapers) and used reading tasks for cross-age community-building.
#professionaldevelopment/teachereducation #preservice #pedagogical/contentknowledge/culturallyrelevant #sociocultural/collaborativelearning/inquirygroups/communities

Cooper, J. E., & He, Y. (2012). Journey of "becoming": Secondary teacher candidates' concerns and struggles. *Issues in Teacher Education, 21*(1), 89–108.

Analyzes concerns and development of seven teachers in their final year of preparation through autobiographies and individual and focus-group interviews. Findings highlight the dilemmas candidates encounter when trying to become the teachers they want to be versus the teachers they feel they ought to be (the real versus ideal vision of teaching). Common teaching dilemmas included being a deliverer of content versus a facilitator of learning, being the authority in the classroom versus relationship building, and being professional yet personal and individual. The authors recommend going beyond identifying roles and issues in twenty-first-century teaching to include an exploration of the positions professional teachers hold toward these common dilemmas.
#professionaldevelopment/teachereducation #preservice #studentteaching #teacheridentity

Costigan, A. T. (2013). New urban teachers transcending neoliberal educational reforms: Embracing aesthetic education as a curriculum of political action. *Urban Education, 48*(1), 116–148.

Analyzes seven years of ethnographic data to determine the extent of the impact of aesthetic education (AE) on the practices of English language arts teachers at the secondary level. Aesthetic education is conceptualized by the author as emphasizing the students' transactional experience with text. Findings suggest that the use of AE practices, as learned in the preparation program,

helps preservice and inservice teachers increase student engagement with the content of the ELA classroom and challenge the test-prep curriculum that is often found in low-performing urban classrooms. Teachers were able to raise student engagement and test performance by using AE practices that treated the text as a work of literature rather than solely a means of transmitting literacy devices or skills.
#professionaldevelopment/teachereducation #inservice #preservice #pedagogical/contentknowledge/culturallyrelevant

Dierking, R. C., & Fox, R. F. (2013). "Changing the way I teach": Building teacher knowledge, confidence, and autonomy. *Journal of Teacher Education, 64*(2), 129–144.

Reports on a two-year study examining the impact of a National Writing Project professional development model. The authors explore how the model, which includes teachers engaging in week-long sessions and mentoring, affects how teachers conceptualize themselves as professionals, writers, and colleagues, as well as how this change influences their classroom practice. The authors discuss the ways gaining knowledge, developing their teacher's voice, and social context work to empower or disempower teachers.
#professionaldevelopment/teachereducation #mentoring #teacheridentity

Farrell, T. S. C. (2012). Novice-service language teacher development: Bridging the gap between preservice and in-service education and development. *TESOL Quarterly, 46*(3), 435–449.

Explores novice teachers' transition from preservice teacher preparation to inservice teacher development, the gap that often exists in the support they receive, and the ways this shapes their development. Outlines how second-language preparation programs can bridge this gap by providing novice-service teacher development. Offers specific suggestions to bridge the gap for novice teachers. This article introduces a special edition of *TESOL*.
#professionaldevelopment/teachereducation #preservice #inservice #teacherretention

Finsterwald, M., Wagner, P., Schober, B., Lüftenegger, M., & Spiel, C. (2013). Fostering lifelong learning—Evaluation of a teacher education program for professional teachers. *Teaching & Teacher Education, 29*, 144–155.

Reports on a teacher education program focused on developing the knowledge, skills, and competence of teachers to address lifelong learning. Examines the effects of the program on teacher knowledge, beliefs, and motivation to teach for lifelong learning and the level of cooperation between teachers. Uses repeated measures in a control-group design to establish the effectiveness of the professional development program. Results demonstrate gains in teacher knowledge and motivation, as well as an impact on teacher cooperation.
#professionaldevelopment/teachereducation #teacherbeliefs/assumptions #inservice

Fitzgerald, M., & Theilheimer, R. (2013). Moving toward teamwork through professional development activities. *Early Childhood Education Journal, 41*(2), 103–113.

Examines how education coordinators, teachers, and teacher assistants believe professional development activities support teamwork. Analyzes survey, interview, and focus-group data collected at three Head Start centers as part of a larger study. The site that focused on building relationships among staff thrived. Findings indicate that teachers considered themselves a valued part of a learning community when administrators asked for and used teacher feedback as a follow-up to, and in preparation for, professional development.
#professionaldevelopment/teachereducation #inservice #teacherretention/turnover

Heineke, S. F. (2013). Coaching discourse. *Elementary School Journal, 113*(3), 409–433.

Reports on the discourse practices of elementary school coaches as they facilitate teacher professional development. Focuses on four coach/teacher pairs. Uses interpretative analysis to examine the context of coaching discourse, nature of coaching discourse, patterns of discourse,

and support for teaching learning. The authors conclude with a discussion of how this study illustrates the importance of the context, content, and processes of professional development.
#professionaldevelopment/teachereducation #inservice #mentoring/coaching

Hundley, M., & Holbrook, T. (2013). Set in stone or set in motion?: Multimodal and digital writing with preservice English teachers. *Journal of Adolescent & Adult Literacy, 56*(6), 500–509.

Highlights the difficulties faced by English education teacher candidates in a redesigned English education program that focuses on multimodal literacies. Data include 65 candidates' writing about assignments, class documents, and videotapes of class discussions. Findings highlight candidates' resistance to the idea that digital literacy practices are authentic writing tasks and candidates' struggles at being novices with the tools required to create digital composition pieces. The implication for English education is that the creation of "parallel pedagogical environments" in which candidates are prepared to teach new and future literacies is crucial to bridge the gap between traditional and new literacy practices in the secondary classroom.
#professionaldevelopment/teachereducation #preservice #pedagogy #teacherbeliefs/assumptions

Lee, O., & Buxton, C. A. (2013). Teacher professional development to improve science and literacy achievement of English language learners. *Theory into Practice, 52*(2), 110–117.

Discusses the components of, and proposes a model for, effective professional development to support the teaching of science and literacy to English learners. Reviews what existing literature says about teachers' practices and knowledge in teaching science to English learners. Highlights the broad research base in professional development and in science instruction for English learners and outlines the core features that lead to lasting change, including (a) content focus, (b) active learning, (c) coherence, (d) sufficient duration, and (e) collective participation. Concludes with a discussion focused on policy implications.
#professionaldevelopment/teachereducation #inservice #pedagogy/contentknowledge/cultural-lyrelevantpedagogy

Li, G. (2013). Promoting teachers of culturally and linguistically diverse (CLD) students as change agents: A cultural approach to professional learning. *Theory into Practice, 52*(2), 136–143.

Explores and proposes a cultural approach to professional learning for pre- and inservice teachers that focuses on (a) building teachers' self-awareness around their own cultural identities and practices, (b) relating their cultural practices to those of their students, and (c) building teachers' capacity to empower their students to take a critical stance in their own learning. Outlines three stages of the approach: cultural reconciliation, cultural translation, and cultural transformation. Concludes by discussing how these stages can be applied in a professional learning setting for teachers of culturally and linguistically diverse students.
#professionaldevelopment/teachereducation #pedagogy/contentknowledge/culturally relevantpedagogy

Margolis, J., & Doring, A. (2012). The fundamental dilemma of teacher leader-facilitated professional development: Do as I (kind of) say, not as I (sort of) do. *Educational Administration Quarterly, 48*(5), 859–882.

Examines the perceptions, enactment, and impact of the studio classroom. Utilizes qualitative analysis methods of individual and group interviews and extensive site-based observations collected over a two-year period with six teacher-leader participants and cooperating administrators from four school districts. Findings indicate that logistical, social, and cultural barriers overshadowed any studio classroom implementation attempts. Suggests the need to create a new vision for teacher leadership that focuses on "improving rather than proving."
#professionaldevelopment/teachereducation #mentoring/coaching #critical/reflectivepractice

McLean, C. A., & Rowsell, J. (2013). (Re)designing literacy teacher education: A call for change. *Teaching Education, 24*(1), 1–26.

This qualitative case study explores the connections between learning processes, principles of design and multimodality, and their possible impact on teacher pedagogy, focusing on the design dispositions of spin, remix, participation structures, creativity, and trial and error. The authors identify five themes through their analysis: adopting multimodal perspectives, challenges of modal choice, embracing "process," acquiring a metalanguage of design, and inhabiting participation structures. The authors call for the reconceptualization of literacy teacher education based on core principles of design and multimodality in the belief that this work will improve how teachers and students navigate and produce texts.
#professionaldevelopment/teachereducation #pedagogy

Postholm, M. B. (2012). Teachers' professional development: A theoretical review. *Educational Research, 54*(4), 405–429.

Explores the question of how experienced teachers learn through a meta-analysis of studies focused on professional development of teachers (defined as "teachers' learning") published between the years 2009 and 2011. Includes 31 articles related to teacher learning, teacher development, and teacher professional development at the basic, primary, and secondary school levels. Utilizes grounded theory to analyze texts. Concludes that both individual and organizational factors, such as cooperation and school culture, affect teachers' learning.
#professionaldevelopment/teachereducation #inservice

Rodriguez, T. L., & Reis, D. S. (2012). "Ms. Morales needs to go back to English class": Narratives of a bilingual Latina preservice English language arts teacher in a diverse society. *New Educator, 8*(3), 202–221.

Examines the experience of a bilingual Latina English language arts teacher as she develops her professional identity through coursework and student teaching. While she is currently a well-regarded teacher, at the time of her preparation she often lacked confidence in her ELA teaching because of her own prior experience as an English learner. The authors offer a counternarrative to "hegemonic language" ideas that promote deficit views of English learners and privilege Standard English speakers. Recommendations include helping preservice teachers think critically about the implications of particular ELA standards in the classroom.
#professionaldevelopment/teachereducation #preservice #pedagogical/contentknowledge/culturallyrelevant #teacheridentity

Sutherland, L., & Markauskaite, L. (2012). Examining the role of authenticity in supporting the development of professional identity: An example from teacher education. *Higher Education, 64*(6), 747–766.

Reports on the role of authentic learning experiences in the movement from preservice to practitioner. Through online discussion with experienced teachers, the authors examine the development of preservice teachers' professional identities. The authors use qualitative and quantitative analysis of student participation in online discussion and focus on the construct of a teacher's voice. The protocol developed through the study traces how preservice teachers' perceptions change over time.
#professionaldevelopment/teachereducation #preservice #mentoring/coaching #teacheridentity

Tripp, T. R., & Rich, P. J. (2012). The influence of video analysis on the process of teacher change. *Teaching & Teacher Education, 28*(5), 728–739.

Building on existing research on teacher peer feedback and professional learning groups, the authors report on how video-aided reflection influences change in teacher practice. Through descriptive analysis of participant meetings and video-analyses of teaching and interviews, the authors highlight six ways in which video-aided reflection affects teacher practice. Results indicate that the process helped teachers recognize the need to change, brainstorm ideas for change, implement new ideas, and evaluate the changes they implemented. The article concludes

by highlighting the importance of teachers working together on their professional practice, and the power of video evidence to enrich this work.

#professionaldevelopment/teachereducation #inservice #sociocultural/collaborativelearning/ inquirygroups/communities #critical/reflectivepractice

Other Related Research

American Association of Colleges for Teacher Education. (2013). *The changing teacher preparation profession: A report from AACTE's Professional Education Data System (PEDS)*. Retrieved from AACTE website: http://aacte.org/news-room/press-releases/aacte-releases-first-national-data-report-on-teacher-preparation-profession.html

Athanases, S. Z., Bennett, L. H., & Wahleithner, J. M. (2013). Fostering data literacy through preservice teacher inquiry in English language arts. *Teacher Educator, 48*(1), 8–28.

Coburn, C. E., & Woulfin, S. L. (2012). Reading coaches and the relationship between policy and practice. *Reading Research Quarterly, 47*(1), 5–30.

Connors, S. P., & Sullivan, R. (2012). "It's that easy": Designing assignments that blend old and new literacies. *Clearing House, 85*(6), 221–225.

Duzor, A. (2012). Evidence that teacher interactions with pedagogical contexts facilitate chemistry-content learning in K–8 professional development. *Journal of Science Teacher Education, 23*(5), 481–502.

Heywood, D., Parker, J., & Jolley, N. (2012). Pre-service teachers' shifting perceptions of cross-curricular practice: The impact of school experience in mediating professional insight. *International Journal of Educational Research, 55*, 89–99.

Hunt, C. S., & Handsfield, L. J. (2013). The emotional landscapes of literacy coaching: Issues of identity, power, and positioning. *Journal of Literacy Research, 45*(1), 47–86.

Jensen, R., & Moller, J. (2013). School data as mediators in professional development. *Journal of Educational Change, 14*(1), 95–112.

Jones, J. L., & Jones, K. A. (2013). Teaching reflective practice: Implementation in the teacher-education setting. *Teacher Educator, 48*(1), 73–85.

Lucas, T., & Villegas, A. M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice teacher education. *Theory into Practice, 52*(2), 98–109.

Matsumura, L. C., Garnier, H. E., & Spybrook, J. (2012). The effect of content-focused coaching on the quality of classroom text discussions. *Journal of Teacher Education, 63*(3), 214–228.

McHatton, P. A., Parker, A. K., & Vallice, R. K. (2013). Critically reflective practitioners: Exploring our intentions as teacher educators. *Reflective Practice, 14*(3), 392–405.

McMaster, K. L., Han, I., & Coolong-Chaffin, M. (2013). Promoting teachers' use of scientifically based instruction: A comparison of university versus district support. *The Elementary School Journal, 113*(3), 303–330.

Nielsen, B. (2012). Science teachers' meaning-making when involved in a school-based professional development project. *Journal of Science Teacher Education, 23*(6), 621–649.

Pennington, J. L., Brock, C. H., & Ndura, E. (2012). Unraveling the threads of white teachers' conceptions of caring: Repositioning white privilege. *Urban Education, 47*(4), 743–775.

Ramlo, S. (2012). Inservice science teachers' views of a professional development workshop and their learning of force and motion concepts. *Teaching & Teacher Education, 28*(7), 928–935.

Saunders, J. M., & Ash, G. E. (2013). Entering the arena: The figured worlds transition of pre-service teachers. *Journal of Adolescent & Adult Literacy, 56*(6), 490–499.

Scott, S. E., Cortina, K. S., & Carlisle, J. F. (2012). Understanding coach-based professional development in "reading first": How do coaches spend their time and how do teachers perceive coaches' work? *Literacy Research and Instruction, 51*(1), 68–85.

Swinkels, M. F. J., Koopma, M., & Beijaard, D. (2013). Student teachers' development of learning-focused conceptions. *Teaching and Teacher Education, 34,* 26–37.

Wells, C. M., & Feun, L. (2013). Educational change and professional learning communities: A study of two districts. *Journal of Educational Change, 14*(2), 233–257.

Reading

Tags: #assessment #comprehension #contentliteracy #decoding #fluency #motivation/engagement #reading #readingtests #strategies #strugglingreaders #vocabulary

Basaraba, D., Yovanoff, P., Alonzo, J., & Tindal, G. (2012). Examining the structure of reading comprehension: Do literal, inferential, and evaluative comprehension truly exist? *Reading and Writing, 26*(3), 349–379.

Examines the relative difficulty of literal, inferential, and evaluative comprehension assessment questions designed to measure the reading ability of approximately 2,400 fifth graders. Compares reading comprehension items to determine if variance in student performance is explained by type of comprehension question. Uses a bifactor model to explain variances and to examine the relation between assessment items designed to assess different levels of reading comprehension and their associated factors. Finds that inferential and evaluative items were more challenging for students than literal items. Also indicates that literal, inferential, and evaluative comprehension measurement factors explained unique portions of variance, in addition to a general reading comprehension factor.
#reading #comprehension #assessment

Benjamin, R. G., Schwanenflugel, P. J., Meisinger, E. B., Groff, C., Kuhn, M. R., & Steiner, L. (2013). A spectrographically grounded scale for evaluating reading expressiveness. *Reading Research Quarterly*, *48*(2), 105–133.

Evaluates the validity of the Comprehensive Oral Reading Fluency Scale (CORFS)—a scale assessing reading fluency aspects of reading automaticity and expression—in two separate studies. In the first study, spectrographic (visual representations of speech) measures of prosodic differences of oral readings by second graders were independently taken by three experts, resulting in strong correlations for reading expression, and reading rate and accuracy. In the second study, the same process was replicated with third graders, arriving at comparable results. Findings indicate that CORFS is a valid assessment of reading fluency.
#reading #assessment #fluency

Bernfeld, L. E. S., Morrison, T. G., Sudweeks, R. R., & Wilcox, B. (2013). Examining reliability of reading comprehension ratings of fifth grade students' oral retellings. *Literacy Research and Instruction, 52*(1), 65–86.

Describes how students' retelling of narrative text may be a reliable measure of the more complex components of reading comprehension. Reveals inconsistencies in research regarding passages, raters, and rating occasions used to determine reliable retelling ratings. Rates fifth-grade students' oral retellings using the Reader Retelling Rating Scale, and analyzes results using generalizability software. Establishes that four passages assessed by two raters on one rating occasion created highly reliable performance estimates. Discusses the practicality of oral retellings for comprehension assessment by classroom teachers and researchers.
#reading #readingtests #assessment

Calhoon, M. B., & Petscher, Y. (2013). Individual and group sensitivity to remedial reading program design: Examining reading gains across three middle school reading projects. *Reading and Writing, 26*(4), 565–592.

Relates group and individual reading outcomes of adolescent struggling readers to three modalities of reading instruction: additive, integrated, and alternating. Examines the association between interventions and gains made by individual students using grade-equivalency scores. Determines effects of instruction modality by systematically altering the organization, sequence, and duration of reading components (decoding, fluency, reading comprehension, and spelling) in the Reading Achievement Multi-component Program (RAMP-UP). The additive group outperformed the integrated and alternating modalities group in largest average reading gains, indicating that instructional modalities have an effect on reading outcomes for struggling adolescent readers.
#reading #strugglingreaders

Dennis, D. V. (2013). Heterogeneity or homogeneity: What assessment data reveal about struggling adolescent readers. *Journal of Literacy Research*, *45*(1), 3–21.

Builds on the goals of No Child Left Behind to include discussion of constrained and unconstrained skills of adolescent readers. Researchers administered a battery of tests to 94 middle school students, measuring phonemic awareness, decoding, fluency, spelling, vocabulary, and comprehension. Results determined that students demonstrated mastery of constrained skills (phonemic awareness, decoding, and spelling) but required supplemental instruction in unconstrained skills (fluency, vocabulary, and comprehension). Cluster analysis revealed patterns of reading abilities, including slow and steady comprehenders, slow word callers, automatic word callers, and struggling word callers. These results contribute to data suggesting that instructional decisions for adolescents should include unconstrained skill assessment.
#reading #strugglingreaders #assessment

Frijters, J. C., Lovett, M. W., Sevcik, R. A., & Morris, R. D. (2012). Four methods of identifying change in the context of a multiple component reading intervention for struggling middle school readers. *Reading and Writing, 26*(4), 539–563.

Reports outcomes of PHAST Reading, applying four methods (normalization, psychometric, individual growth curves, and "within-individual gains, replicated over tests" [WIGROT]) to identify individual changes within group interventions. Identifies the functionality of each method in identifying successful intervention base-rates, as well as the ability to replicate group-based effect sizes. Finds areas of agreement between methods and evaluates methods of predictors of change. Group-based size effects were replicated, with WIGROT approaching the consistency and predictive power of psychometric and growth-curve methods.
#reading #motivation/engagement #strugglingreaders

Fulmer, S. M., & Tulis, M. (2013). Changes in interest and affect during a difficult reading task: Relationships with perceived difficulty and reading fluency. *Learning and Instruction, 27,* 11–20.

Uses latent growth curve analysis to investigate how changes in interest and affect are related to perceived difficulty and reading fluency in middle school students participating in a moderately difficult reading task. Reading fluency results were significant predictors of situational interest, while topic interest was a predictor of fluency. A decrease in interest and affect was found as students interacted with the moderately difficult text, and although interest and affect are related, they exhibited distinct patterns of change. Results indicate that high perceived difficulty has implications for student motivation.
#reading #motivation/engagement #fluency

García-Madruga, J. A., Elosúa, M. R., Gil, L., Gómez-Veiga, I., Vila, J. Ó., Orjales, I., . . . Duque, G. (2013). Reading comprehension and working memory's executive processes: An intervention study in primary school students. *Reading Research Quarterly*, *48*(2), 155–174.

Examines the executive functions of working memory to improve reading comprehension in third-grade students using two experiments. The first implemented a training program designed to enhance executive function during reading, while the second compared gains achieved by

groups with high and low pretest scores. Training resulted in an increase in reading comprehension as determined through pre- and posttest measures, particularly in groups testing low on the pretest. Suggests the significance of training in working memory's executive processes to improving reading comprehension.
#reading #comprehension

Gilbert, J. K., Compton, D. L., Fuchs, D., Fuchs, L. S., Bouton, B., Barquero, L. A., & Cho, E. (2013). Efficacy of a first-grade responsiveness-to-intervention prevention model for struggling readers. *Reading Research Quarterly*, *48*(2), 135–154.

Explores the efficacy of standard protocol response-to-intervention (RTI) Tier 2/Tier 3 in students unresponsive to Tier 1. Explores the effectiveness of extended Tier 2 as compared with moving directly to Tier 3. Examines the proportion of students receiving interventions who reached grade-level reading expectations before grade 3. Reading tutoring was found to be beneficial when compared with classroom reading instruction (*SSMD* = 0.19). A nonsignificant difference was found between students receiving extended Tier 2 or Tier 3 intervention. Results indicate that multitiered supplemental tutoring was not associated with long-term average-range reading achievement. The authors discuss the effectiveness of RTI instructional models, particularly Tier 2, for at-risk primary-age students.
#reading #strugglingreaders

Goodwin, A. P., Gilbert, J. K., & Cho, S. (2013). Morphological contributions to adolescent word reading: An item response approach. *Reading Research Quarterly*, *48*(1), 39–60.

Examines how reader and word characteristics contribute to the reading of morphologically complex words. Uses a crossed random-effects item response model to evaluate the interaction between 221 middle school readers and characteristics of 39 morphologically complex words. Asks about the extent to which accurate root-word reading allows students to understand related derived words; associations among word characteristics, reader characteristics, and derived-word reading; and the effect of root-word reading on reading words derived from selected roots. Results indicate that root-word knowledge supports related derived-word reading. Middle school students encounter increasingly complex morphological structures, and this study proposes a comprehensive model for understanding and informing instruction in adolescent word reading.
#reading #decoding #vocabulary

Guthrie, J. T., Klauda, S. L., & Ho, A. N. (2013). Modeling the relationships among reading instruction, motivation, engagement, and achievement for adolescents. *Reading Research Quarterly*, *48*(1), 9–26.

Studies models of the interrelationships of reading instruction, motivation, engagement, and achievement in two contexts, using data from 1,159 seventh graders. Examines traditional reading/language arts (R/LA) contexts and the intervention R/LA context, wherein 854 students from the full sample received Concept-Oriented Reading Instruction (CORI) while the remainder continued to receive traditional R/LA instruction. Scrutinizes seven motivation constructs: four motivations that are usually positively associated with achievement (intrinsic motivation, self-efficacy, valuing, and prosocial goals) and three motivations that are usually negatively associated with achievement (perceived difficulty, devaluing, and antisocial goals). Finds that in the traditional R/LA context, a total network model prevailed, in which motivation was associated with achievement, both directly and indirectly through engagement. Contrasts this result with the intervention R/LA context, wherein a dual-effects model prevailed and engagement and achievement were separate outcomes of instruction and motivation. Shows that in the intervention R/LA context analyses, CORI was associated with positive changes in motivation, engagement, and achievement relative to traditional R/LA instruction.
#reading #motivation/engagement

Moritz, C., Yampolsky, S., Papadelis, G., Thomson, J., & Wolf, M. (2012). Links between early rhythm skills, musical training, and phonological awareness. *Reading and Writing, 26*(5), 739–769.

Posits that rhythm ability and phonological awareness (PA) are linked in beginning readers. Questions whether PA and rhythm ability are related in kindergartners, and if students receiving music training will demonstrate growth in PA over the course of the kindergarten year. Hypothesizes that rhythm ability is associated with growth of PA over time, from kindergarten to second grade. Students receiving music training during the kindergarten year demonstrated significant gains in all measures of PA (rhyming discrimination, rhyming production, segmentation of sentences, segmentation of syllables, isolation of initial phonemes, deletions of compounds/syllables), while the control group demonstrated gains in four of the six measures of PA (segmentation of sentences, segmentation of syllables, isolation of initial phonemes, deletions of compounds/syllables). Indicates that musical training is linked to PA in beginning readers, suggesting implications for early reading instruction.
#reading #decoding

Morris, D., Trathen, W., Frye, E. M., Kucan, L., Ward, D., Schlagal, R., & Hendrix, M. (2013). The role of reading rate in the informal assessment of reading ability. *Literacy Research and Instruction, 52*(1), 52–64.

Posits that reading rate can serve as an indicator of instructional reading level. Researchers measured contextual reading rate and verified traditional assessment criteria. Findings indicate that oral reading rate increased from second (107 words per minute) to fourth grade (127 wpm), remaining relatively steady from fourth to sixth grade (128 wpm) in situations where students were reading for meaning. Results also suggest that word recognition in isolation can be used to predict contextual reading rate or fluency. In contrast to other reading indicators, a drop in word recognition corresponded to a drop in oral reading rate. The authors conclude that a minimum print-processing rate is necessary for reading comprehension, and recommend that reading rate assessment be included in the standard test battery of reading skills.
#reading #readingtests #fluency

National Literacy Trust. (2013). *Children's on-screen reading overtakes reading in print.* Retrieved from National Literacy Trust website: http://www.literacytrust.org.uk/news/5372_children_s_on-screen_reading_overtakes_reading_in_print

Examines the influence of daily reading using electronic devices on the reading abilities and enjoyment of reading of 34,910 youth aged 8 to 16. Documents that children say they prefer to read on screen and that 39% of children and young people read daily using electronic devices including tablets and e-readers, but only 28% read printed materials daily. Finds that girls are more likely to read on a range of on-screen devices, including mobile phones (67% of girls vs. 60% of boys), e-readers (84% of girls vs. 69% of boys), and tablets (70% of girls vs. 67% of boys). Notes that nearly all respondents have access to a computer at home and 4 out of 10 now own a tablet or a smartphone, while 3 in 10 do not have a desk of their own. Finds potentially detrimental results for children's reading levels, as those who read daily only on-screen are much less likely to be good readers than those who read in print. Calls for a healthier reading balance using both books and technological devices.
#reading #motivation/engagement

Protopapas, A., Mouzaki, A., Sideridis, G. D., Kotsolakou, A., & Simos, P. G. (2013). The role of vocabulary in the context of the simple view of reading. *Reading & Writing Quarterly, 29*(2), 168–202.

Accounts for variance in reading comprehension attributed to vocabulary in 436 students from grades 3–6. Uses hierarchical regression and latent variable modeling to determine reading comprehension variance of print-dependent (decoding) and print-independent (oral language) skills. Suggests interrelations between reading accuracy, oral language, and vocabulary, and that vocabulary is a concurrent, longitudinal predictor of reading comprehension.

#reading #vocabulary #comprehension #decoding

Steenbeek-Planting, E. G., Van Bon, W. H. J., & Schreuder, R. (2013). Instability of children's reading errors in bisyllabic words: The role of context-sensitive spelling rules. *Learning and Instruction, 26*, 59–70.

Examines reading error instability (correct/incorrect word reading) in grade 2–3 students as a feature of context-sensitive spelling rules (vowel degemination/unpairing or consonant gemination). Hierarchical linear regression analyses were conducted, with frequency and length of word as predictor variables. Findings indicate that word frequency and word length predict error instability, particularly in poor readers. Error instability can be considered a transitional marker as students move into higher levels of reading competency.
#reading #decoding

Van der Schoot, M., Reijntjes, A., & Van Lieshout, E. C. D. M. (2012). How do children deal with inconsistencies in text? An eye fixation and self-paced reading study in good and poor reading comprehenders. *Reading and Writing, 25*(7), 1665–1690.

Using two experiments, compares comprehension monitoring in good and poor comprehenders, aged 10 to 12, using reading times and eye fixations. Results from both studies suggest that poor comprehenders tend to leave out situation-relevant information when constructing situation models, indicating that they do not notice inconsistencies while reading. Eye-tracking analysis suggests that good comprehenders detect inconsistencies more frequently, and attempt to resolve them through slowing down and rereading.
#reading #comprehension

Vaughn, S., Swanson, E. A., Wanzek, J., Stillman-Spisak, S. J., & Simmons, D. (2013). Improving reading comprehension and social studies knowledge in middle school. *Reading Research Quarterly, 48*(1), 77–93.

Investigates the efficacy of an intervention designed to improve content-area knowledge acquisition and reading instruction in eighth-grade students through a procedure of teaching essential words and text as a source for reading and discussion, and team-based learning approaches. Four iterative design experiments analyzed and refined feasibility and usage, testing the hypothesis that students in the treatment condition would perform similarly to those in the comparison condition in overall content knowledge as measured by posttest scores. The authors also posited that treatment would enhance text comprehension as measured by proximal comprehension of text, and reading comprehension between treatment and comparison groups would not differ as measured through standardized tests. Improvement in both content knowledge and reading comprehension was evident in the treatment group. Results indicate support for instruction that incorporates both reading comprehension and content learning.
#reading #contentliteracy #comprehension

Other Related Research

Cheung, A. C. K., & Slavin, R. E. (2012). Effective reading programs for Spanish-dominant English language learners (ELLs) in the elementary grades: A synthesis of research. *Review of Educational Research, 82*(4), 351–395.

Dennis, D. V., & Kroeger, D. C. (2012). Examining the relationship between adolescents' orthographic knowledge and overall reading ability. *Reading & Writing Quarterly, 28*(4), 358–376.

Gallagher, J. D. (2012). Being a "reader" in new times: A case study examining the construction of a reader in a ninth-grade English class. *Reading & Writing Quarterly, 28*(3), 201–228.

Hall, L. A. (2012). The role of reading identities and reading abilities in students' discussions about texts and comprehension strategies. *Journal of Literacy Research, 44*(3), 239–272.

Henk, W. A., Marinak, B. A., & Melnick, S. A. (2013). Measuring the reader self-perceptions of adolescents: Introducing the RSPS2. *Journal of Adolescent & Adult Literacy*, *56*(4), 311–320.

Herbers, J. E., Cutuli, J. J., Supkoff, L. M., Heistad, D., Chan, C.-K., Hinz, E., & Masten, A. S. (2012). Early reading skills and academic achievement trajectories of students facing poverty, homelessness, and high residential mobility. *Educational Researcher, 41*(9), 366–374.

Kieffer, M. J., & Lesaux, N. K. (2012). Direct and indirect roles of morphological awareness in the English reading comprehension of native English, Spanish, Filipino, and Vietnamese speakers. *Language Learning, 62*(4), 1170–1204.

Mason, L., Pluchino, P., & Tornatora, M. C. (2013). Effects of picture labeling on science text processing and learning: Evidence from eye movements. *Reading Research Quarterly*, *48*(2), 199–214.

O'Brien, B. A., Orden, G. C., & Pennington, B. F. (2012). Do dyslexics misread a ROWS for a ROSE? *Reading and Writing, 26*(3), 381–402.

Pacheco, M. B., & Goodwin, A. P. (2013). Putting two and two together: Middle school students' morphological problem-solving strategies for unknown words. *Journal of Adolescent & Adult Literacy*, *56*(7), 541–553.

Paige, D. D., Rasinski, T. V., & Magpuri-Lavell, T. (2012). Is fluent, expressive reading important for high school readers? *Journal of Adolescent & Adult Literacy*, *56*(1), 67–76.

Steenbeek-Planting, E. G., Van Bon, W. H. J., & Schreuder, R. (2012). Improving word reading speed: Individual differences interact with a training focus on successes or failures. *Reading and Writing, 25*(9), 2061–2089.

Wright, T. S. (2012). Instruction in kindergarten. *Reading Research Quarterly*, *47*(4), 353–355.

Second Language Literacy

Tags: #secondlanguageliteracy #bilingual #immigrant/refugee #secondlanguageassessment #culturaldifference #vocabulary #metalinguistic #ESLinstruction #foreignlanguageinstruction #languageacquisition #cognitive #adult

Chi, F. M. (2012). Constructing gender identities through responses to female-centered texts. *Language and Education, 26*(5), 423–434.
Studies how a Taiwanese university student constructed her gender identities through reading and responding to female-centered tests. The author gathered reading journal entries, observational notes, and interviews to conduct holistic, detailed, and selective analyses. The participant's reading orientation toward female-centered texts broadened her perspectives on gender inquiry, textual comprehension, and interpretation with critical perspectives.
#secondlanguageliteracy #foreignlanguageinstruction

Ciechanowski, K. (2013). Conflicting discourses: Functional linguistic and discourse analyses of Pocahontas texts in bilingual third-grade social studies. *Journal of Literacy Research, (44)*3, 300–338.
Examines the negotiation of academic and popular-culture discourses by bilingual students and their teacher. Contrasts the teacher's focus on content, based on pressures related to standardized accountability measures and testing, with students' use of nonacademic discourses to explore multiple meanings in texts. Considers predominant discourses in texts and teacher interactions, student discourses and sense-making, and linguistic features apparent across these discourses. Finds that students did not take up nondominant discourses, regardless of their own linguistically and culturally nondominant backgrounds. Students showed complex literacy and discourse practices and used personal resources to make sense of content. The results highlight the need for explicit language and social justice instruction.
#secondlanguageliteracy #bilingual #culturaldifference

Crossley, S. A., & McNamara, D. S. (2012). Predicting second language writing proficiency: The roles of cohesion and linguistic sophistication. *Journal of Research in Reading, 35*(2), 115–135.

Examined 1,200 English second-language (L2) essays written by advanced-level high school students from Hong Kong. Only essays between 485 and 555 words were chosen. Essays were analyzed for cohesion, focus on surface code, text-based, and situation model measures. Results suggest that five variables significantly predict L2 writing proficiency: lexical diversity, word frequency, word meaningfulness, aspect repetition, and word familiarity. Highly proficient L2 writers produce linguistically sophisticated texts, but not necessarily more cohesive essays. Researchers found primary variation at the surface lexical level of lexical diversity and frequency. There is a need to examine how cohesion and sophistication of essays influence ratings as well as contextual factors, such as rhetorical style, accuracy, and error production.
#secondlanguageliteracy #foreignlanguageinstruction #vocabulary

DiCamilla, F. J., & Antón, M. (2012). Functions of L1 in the collaborative interaction of beginning and advanced second language learners. *International Journal of Applied Linguistics, 22*(2), 160–188.

Explores the role of English in a Spanish-as-a-foreign-language classroom focusing on language functions in collaborative writing tasks. Compares learners' collaborative interactions across beginning- and advanced-level students of Spanish in university classes. Researchers analyzed the number of words spoken by participants in English and in Spanish and then analyzed the purposes (functions) for which each language was used. Findings suggest that English was used less at advanced levels of proficiency without instructions to do so. Beginners used English to create content and solve lexical and grammatical challenges, and Spanish to manage the task and for interpersonal interaction. Advanced learners used Spanish to create content and solve language problems.
#secondlanguageliteracy #foreignlanguageinstruction #languageacquisition

Honeyford, M. A. (2013). The simultaneity of experience: Cultural identity, magical realism and the artefactual in digital storytelling. *Literacy, 47*(1), 17–25.

Examines a digital narrative poem of an immigrant English learner. Narrative theory and magical realism play out in the analysis of Gabriel, a seventh grader, and his cultural identity. In the poem, Gabriel creates an interplay between the temporal, visual, and spoken, suggesting simultaneity between the global and the local and between space, place, and time. Literacy pedagogies used support the student's ability to write within and against reality. Multimodal storytelling can blend genres, artifacts, and literary conventions.
#secondlanguageliteracy #immigrant/refugee #culturaldifference #digital/technologytools

Mackey, A., & Sachs, R. (2012). Older learners in SLA research: A first look at working memory, feedback, and L2 development. *Language Learning, 62*(3), 704–740.

Uses communicative, spot-the-difference tasks to study the role of working memory in interaction and second language acquisition (SLA). Researchers studied the development of older L2 speakers' question forms. Participants' perceptual short-term memory and listening span abilities were also scored. Older (age 65–90) English language learners were compared with younger (age 19–30) native English speakers. Results confirm that there are differences in interactional processes between older and younger learners. Suggests that working memory, over communication styles, should be taken into account with older language learners. Perceptual short-term memory was more strongly correlated with listening span recall. There is a need for greater exploration of the potential relationships among working memory, task performance, learners' working memory capacities, and interactional processes.
#secondlanguageliteracy #languageacquisition #adult #cognitive

Ramirez-Esparza, N., Harris, K., Hellermann, J., Richard, C., Kuhl, P. K., & Reder, S. (2012). Socio-interactive practices and personality in adult learners of English with little formal education. *Language Learning, 62*(2), 541–570.

Focuses on low-education learners. Examines longitudinal classroom interaction data to understand why adult learners with little formal education may acquire second languages more slowly. Previous research has focused primarily on literacy practices. Data show varying learning processes in broader classroom interactions and participation in language learning practices. This study investigates introvert and extrovert behaviors in student interactions to respond to the role of personality in second language learning. Both qualitative and quantitative observational analyses are used to examine naturalistic interactions and learning behaviors. Suggests that traditional classroom socio-interactive practices limit adult learners with little formal education in terms of language acquisition and literacy test scores. The authors advocate for mixed-method approaches in the study of interactive and personality influences on second language acquisition.
#secondlanguageliteracy #languageacquisition #adult #culturaldifference

Suzuki, W. (2012). Written languaging, direct correction, and second language writing revision. *Language Learning, 62*(4), 1110–1133.

Studies how 24 native speakers of Japanese engaged with languaging about writing and how languaging and the type (or subject) of languaging affected accuracy and revision. Analyzes two writing and languaging prompts by each student. Focuses on lexical variety, grammar, and errors. Finds that languaging episodes tended to focus on grammar. Students who languaged about a specific error showed a considerable and reliable tendency to correct the error in their revision. Results also suggest that student metalinguistic awareness of the nature of an error tended to result in greater occurrences of successful lexical and grammatical revision. Student reflection on linguistic problems in informal writing may result in deeper second language knowledge and increased written proficiency.
#secondlanguageliteracy #metalinguistic #languageacquisition #cognitive

Webb, S., & Macalister, J. (2013). Is text written for children useful for L2 extensive reading? *TESOL Quarterly, 47*(2), 300–322.

Analyzes 688 texts written for children, language learners, and older readers to determine which type of books is most valuable for older second language (L2) learners to use for extensive (independent) reading. Compares a corpus of books for necessary vocabulary size and potential to incidentally learn vocabulary. Data focus on high- and low-frequency words and word families needed to reach 98% text coverage. Findings suggest that texts written for children's or older students' independent reading may be a poor substitute for graded readers, based on the number of low-frequency words. Lexical demands of texts written for children are similar to those of texts written for older readers. Texts written for children may be appropriate for intensive reading with older L2 learners, but graded readers provide greater capacity for lexical comprehension in extensive independent reading.
#secondlanguageliteracy #ESLinstruction #vocabulary

Windle, J., & Miller, J. (2012). Approaches to teaching low literacy refugee-background students. *Australian Journal of Language and Literacy, 35*(3), 317–333.

Surveys 61 teachers from 12 Australian schools on the topic of literacy strategies used with refugee students with limited mother-tongue literacy. Finds that teachers use many common literacy teaching strategies, but these may not lead to more learner autonomy. Surveys show that teachers use discussion over scaffolding and tend toward teacher-focused activities, possibly as a result of the limited availability of appropriate materials, time to create materials, or professional development for teachers.
#secondlanguageliteracy #immigrant/refugee #culturaldifference #ESLinstruction

Yi, Y. (2013). Adolescent multilingual writer's negotiation of multiple identities and access to academic writing: A case study of a *Johi Yuhak* student in a US high school. *Canadian Modern Language Review, 69*(2), 207–231.

Two-year study of how an adolescent English learner negotiated multiple identities in his academic writing practices. The student was successful academically, but positioned as a struggling ESL student who lacked access to and investment in second-language academic literacy (specifically writing). The study examines the multilingual student's experiences with ESL-as-stigma and its influence on identity negotiation and academic writing. Data include observations, interviews, emails, online chats, and work samples. Findings show ways that multilingual students may develop survival strategies that allow them to be positioned as "good students" with high GPAs while simultaneously preventing them from engaging in academic literacy practices. The student showed a tendency to select and excel in low-literacy-demanding elective courses while avoiding high-literacy-demanding courses and activities. Findings suggest the need for further study into how different social contexts encourage positive identification with, and development of, second-language writing practices.
#secondlanguageliteracy #culturaldifference #ESLinstruction

Yuldashev, A., Fernandez, J., & Thorne, S. L. (2013). Second language learners' contiguous and discontiguous word unit use over time. *Modern Language Journal, 97*, 1–15.

Examines multiword units (MWUs) taken from more than 50,000 tokens from a five-year corpus of blog posts and IM chat transcripts. Compares fixed and semi-fixed recurrent MWUs from three learners in a high school Spanish class using concgramming. Data from students who produce high and low MWUs were analyzed for trends, variability, and dynamics of co-occurences of *es/que* in computer-mediated language use. All three learners used *es/que* in formulaic ways, with the high-producing learner showing a greater variety of fixed and schematic constructions. Lower-production learners relied on restricted construction patterns, even though this was not apparent from conventional assessments. Findings suggest implications for supplementing conventional assessments and for targeted instruction and corrective feedback based on corpus-rendered learner language data.
#secondlanguageliteracy #foreignlanguageinstruction #vocabulary #secondlanguageassessment

Other Related Research

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Szilagyi, J., Giambo, D., & Szecsi, T. (2013). "What if I don't speak it?" Classroom strategies to nurture students' heritage languages. *Childhood Education, 89*(2), 117–121.

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Wright, C. (2013). An investigation of working memory effects on oral grammatical accuracy and fluency in producing questions in English. *TESOL Quarterly, 47*(2), 352–374.

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Writing

Tags: #writing #writinginstruction #argumentation #writingstrategies #revision #feedback #writingquality #writingassessment #authorialidentity #genre #portfolio #expressivewriting #writing-to-learn

Barbot, B., Tan, M., Randi, J., Santa-Donato, G., & Grigorenko, E. L. (2012). Essential skills for creative writing: Integrating multiple domain-specific perspectives. *Thinking Skills and Creativity, 7*(3), 209–223.

Examines which skills are most important to consider when teaching young children creative writing. First, a survey of the literature was conducted to identify the key factors for creative writing. Then, the relevance of these factors was evaluated by experts from diverse domains. Findings show that factors such as observation, generation of description, imagination, intrinsic motivation, and perseverance were evaluated as most important, while other factors seemed negligible (e.g., intelligence, working memory, extrinsic motivation, and penmanship).
#writing #expressivewriting #writinginstruction #writingquality

Bruning, R., Dempsey, M., McKim, C., & Kauffman, D. F. (2013). Examining dimensions of self-efficacy for writing. *Journal of Educational Psychology*, *105*(1), 25–38.

Proposes a model of writing self-efficacy, consisting of three factors: self-efficacy for idea generation, conventions, and self-regulation. The Self-Efficacy for Writing Scale (SEWS) was constructed, reflecting these factors. The scale was tested in two studies, involving middle and high school students. Researchers found that the data supported the proposed three-factor model of writing self-efficacy. They also found that all three self-efficacy dimensions showed moderate positive correlations with self-reported writing performance.
#writing #writingstrategies #authorialidentity #writingquality

Cleary, M. N. (2013). Flowing and freestyling: Learning from adult students about process knowledge transfer. *College Composition & Communication, 64*(4), 661–687.

Analyzes 25 returning-adult (mean age of 39) students' writing processes related to their knowledge transfer of previous school and workplace writing experiences, based on interviews, student logs, and text analysis. Finds that most students sought out peer feedback. Students who had engaged in previous high-stakes production in which they were producing texts/artifacts for others were more likely to employ analogies to their use of specific writing processes. Suggests the need to foster transfer of process knowledge among returning adults to assist with their uses of writing processes in college writing courses, as well as to create writing instruction in which students experience the same investment in their writing as in workplace contexts.
#writing #writinginstruction #writingstrategies #authorialidentity

Crinon, J. (2012). The dynamics of writing and peer review at primary school. *Journal of Writing Research*, *4*(2), 121–154.

Examines the effects of collaborative review and revision of texts written by 9- to 11-year-old primary school students. The students were required to write episodes of an adventure novel, which they exchanged via email and subsequently revised. The students were divided into two groups: advice givers and advice receivers. Results show that the texts written by all of the students became gradually longer, more relevant, and more in keeping with the characteristics of the genre. Also, the texts produced by the advice givers improved more than the texts produced by the advice receivers.
#writing #writinginstruction #feedback #writingquality

De La Paz, S., Ferretti, R., Wissinger, D., Yee, L., & MacArthur, C. (2012). Adolescents' disciplinary use of evidence, argumentative strategies, and organizational structure in writing about historical controversies. *Written Communication*, *29*(4), 412–454.

Analyzes the structure of eighth- and eleventh-grade students' written arguments, the kinds of argumentative strategies they use, and how they use sources when they write document-based arguments about historical controversies. Finds that older and better writers exhibited more sophisticated use of evidence than younger and less-able writers. Better writers chose more (and more relevant) evidence and went beyond citing the source of the evidence by explaining how their evidence was linked to their claim.
#writing #writing-to-learn #writingstrategies #writingassessment

de Milliano, I., van Gelderen, A., & Sleegers, P. (2012). Patterns of cognitive self-regulation of adolescent struggling writers. *Written Communication, 29*(3), 303–325.

Analyzes 51 adolescent struggling writers using think-alouds, focusing on their composing/self-regulation processes related to their writing quality. Finds that while students self-assessed their writing largely in terms of conveying versus constructing knowledge, those students who focused more on planning and idea formulation generated higher-quality writing; there was also a high degree of variation in students' ability to engage self-regulation, suggesting the importance of instruction for struggling writers on self-regulation activities.
#writing #writinginstruction #writingquality #revision

Dutro, E., Selland, M. K., & Bien, A. C. (2013). Revealing writing, concealing writers: High-stakes assessment in an urban elementary classroom. *Journal of Literacy Research, 45*(2), 99–141.

Analyzes writing assessment scores of four elementary students—two of whom scored at or above proficiency on a standardized writing assessment, and two of whom scored below proficiency—as well as writing completed during their school year. Finds that the students' assessment scores did not provide a valid measure of their writing ability as demonstrated in their classroom writing. The authors attribute this lack of validity to the nature and constraints of a standardized test-ing context that positions students in ways that do not generate effective writing relative to the students' own authorial identities or preferred writing practices.
#writing #writingstrategies #writingassessment #authorialidentity

Fartoukh, M., Chanquoy, L., & Piolat, A. (2012). Effects of emotion on writing processes in children. *Written Communication, 29*(4), 391–411.

Examines the consequences of emotion during narrative writing, in particular the hypothesis that emotions may consume cognitive resources, resulting in an increase of cognitive load. Fourth and fifth graders were instructed to write autobiographical narratives with neutral, positive, and negative emotional content. Researchers found no effect of emotional instructions on the percentage of spelling errors. However, negative emotional instruction did affect writing fluidity.
#writing #narrativewriting #writingquality #expressivewriting

Gebril, A., & Plakans, L. (2013). Toward a transparent construct of reading-to-write tasks: The interface between discourse features and proficiency. *Language Assessment Quarterly, 10*(1), 9–27.

Investigates the relationship between writing proficiency and discourse features in an integrated reading-writing task. Essays written by undergraduate students were scored by two raters and then classified into three proficiency levels. Results show significant differences across profi-ciency levels for a number of discourse features. Suggests that the selected discourse features play a major role at lower levels, whereas other textual features, such as cohesion, content, and organization, are more critical in higher-level writing.
#writing #reading #writingassessment #writingquality

Gere, A. R., Aull, L., Perales Escudero, M. D., Lancaster, Z., & Vander Lei, E. (2013). Local as-sessment: Using genre analysis to validate directed self-placement. *College Composition & Com-munication, 64*(4), 605–633.

Compares evidence-based argumentative essays of students who self-selected into a mainstream first-year writing (FYW) course versus a preparatory (PREP) course at the University of Michigan to examine differences in students' use of rhetorical moves and linguistic features reflecting their genre knowledge to determine whether the use of their assessment writing prompt/task validated the university's use of the Directed Self-Placement process. Finds that 73.2% of FYW students employed "prototypical" genre moves of "reviewing" and "taking a stand," compared with 54.2% of PREP students. Students in FYW were also more likely to use references to the source text, "code glosses" (e.g., "in other words"), evidentials of deduction (e.g., "therefore"), reporting verbs on argumentative processes (e.g., "argues"), contrastive connectors (e.g., "however"), and

hedging devices (e.g., "perhaps") than PREP students, reflecting their uses of academic discourse. Results suggest not only the validity of this assessment related to self-placements, but also the value of instruction in rhetorical moves associated with academic writing.
#writing #writingassessment #genre #writingquality

Graham, S., McKeown, D., Kiuhara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology, 104*(4), 879–896.

Investigates effective instructional approaches to teaching writing in elementary school. A meta-analysis was conducted of the writing intervention literature. For 13 interventions, an average weighted effect size was calculated. Results indicate that explicit teaching of writing processes, skills, and knowledge was effective, particularly interventions focused on strategy instruction, self-regulated strategy instruction, text structure instruction, creativity instruction, and teaching transcription skills. Also, interventions involving procedures for scaffolding or supporting students' writing produced significant effects. Grammar instruction was not found to affect how well students wrote.
#writing #writinginstruction #writingquality #writingstrategies

Jones, S., Myhill, D., & Bailey, T. (2012). Grammar for writing? An investigation of the effects of contextualised grammar teaching on students' writing. *Reading and Writing, 26,* 1241–1263.

Investigates the effect of contextualized grammar instruction on students' writing performance by using a mixed-methods approach. Finds a positive effect on writing performance for the intervention group. Able writers benefited more from grammar instruction than weaker writers.
#writing #writinginstruction #writingquality #writingassessment

Klobucar, A., Elliot, N., Deess, P., Rudniy, O., & Joshi, K. (2013). Automated scoring in context: Rapid assessment for placed students. *Assessing Writing, 18*, 62–84.

Investigates the use of automated essay scoring (AES) to identify at-risk students enrolled in a first-year university writing course. Evaluates an application of AES, the Criterion Online Writing Evaluation Service. Finds that Criterion offered a defined writing construct congruent with established models, was accepted among students and instructors, correlated at acceptable levels with other writing measures, performed in a stable fashion, and enabled instructors to identify at-risk students to increase their course success.
#writing #writingassessment #writingquality #writingstrategies

Lee, J. (2013). Can writing attitudes and learning behavior overcome gender difference in writing? Evidence from NAEP. *Written Communication*, *30*(2), 164–193.

Examines the relationships among grade 8 students' writing attitudes, learning-related behaviors, and gender and their connection to writing performance, based on data from the National Assessment of Educational Progress. Finds that females with the most negative attitudes toward writing outperformed males with the most positive attitudes. Concludes that gender disparity in students' writing performance is persistent and strong.
#writing #writingassessment #authorialidentity #writingquality

Marttunen, M., & Laurinen, L. (2012). Participant profiles during collaborative writing. *Journal of Writing Research*, *4*(1), 53–79.

Examines how students interact and how student roles and activities are divided up when students engage in collaborative writing. University students performed a collaborative writing task in groups of two to four students. Researchers found that the most frequent activities were: discussing concepts, writing and revising, planning the text, and steering the group's performance. Evaluative activities were less frequent. The study distinguishes four participant profiles: cognitively versatile thinkers, cognitively focused thinkers, performance-steering writers, and textbook consulters.
#writing #writingstrategies #revision #feedback

McCarthey, S. J., & Mkhize, D. (2013). Teachers' orientations towards writing. *Journal of Writing Research, 5*(1), 1–33.

Interviews 29 teachers in high- versus low-income schools across four different states to determine their orientations toward teaching certain aspects of writing. Finds that teachers in high-income schools believed in the value of a focus on rhetorical style, voice, and reading-writing connections, while teachers in low-income schools focused more on grammar, mechanics, and sentence structure. Teachers in high-income schools had more choice in designing their curriculum in ways that valued writing quality as opposed to a focus on grammar and mechanics, while teachers in low-income schools were more likely to employ district-mandated, scripted curriculum that focused more on grammar and mechanics. Suggests that students in low-income schools are not being provided with the kinds of authentic, purposeful writing activities found in high-income schools, given differences in teachers' orientations toward writing instruction.
#writing #writinginstruction #writingquality #writingassessment

National Center for Education Statistics. (2012). *The nation's report card: Writing 2011* (NCES 2012–470). Washington, DC: Institute of Education Sciences, US Department of Education.

Reports the results of the first National Assessment of Educational Progress computer-based assessment of 24,100 eighth and 28,100 twelfth graders involving writing for different purposes and audiences. Finds that 54% of eighth graders and 52% of twelfth graders performed at the "Basic" level; 24% of both eighth and twelfth graders performed at the "Proficient" level; and 3% of both eighth and twelfth graders performed at the "Advanced" level. Students in suburban versus rural/urban schools, with parents with higher versus lower education levels, who wrote more frequently (4–5 pages a week) versus less frequently, and who used a computer to edit their writing had higher scores. Females' writing was rated higher than males' for both grades; twelfth-grade White and Asian students' writing was rated higher than the writing of Black, Hispanic, and American Indian/Alaska Native students. Analysis of 23 students' use of computer writing tools indicates that students who more frequently employed a thesaurus tool scored higher on average than students with less-frequent use of a thesaurus; 80% or more of twelfth graders did not use the cut, copy, and paste features; 71% of eighth graders used the text-to-speech function one or more times; and 74% of twelfth graders right-clicked to access the spell-check option one or more times.
#writing #digital/technologytools #writingassessment #writingquality

Olinghouse, N. G., & Wilson, J. (2013). The relationship between vocabulary and writing quality in three genres. *Reading and Writing, 26,* 45–65.

Examines the role of vocabulary in writing across three genres. Fifth graders wrote three compositions: story, persuasive, and informative. The written compositions were scored for holistic writing quality and several vocabulary constructs. Findings show that students varied their vocabulary usage by genre. Story text had higher diversity than informative text, as well as higher maturity than persuasive text. Persuasive text had higher diversity than informative text, and higher register than both of the other genres. In addition, analyses show that the vocabulary constructs related to writing quality differed by genre.
#writing #genres #writingquality #expressivewriting

Patchan, M. M., Hawk, B., Stevens, C. A., & Schunn, C. D. (2013). The effects of skill diversity on commenting and revisions. *Instructional Science, 41,* 381–405.

Investigates whether students of all ability levels are capable of helping their peers evaluate writing. Examines how ability pairing changes key characteristics of feedback to determine which pairings are likely to benefit students most. Participants were 78 university students with mixed abilities. Comments given to writers from their peers were coded for several relevant categories: type of feedback, type of criticism, focus of problem, focus of solution, and implementation. Results show that creating peer-review groups such that students receive feedback from someone of a dissimilar ability appeared to be most beneficial.

#writing #revision #feedback #writinginstruction

Proske, A., Narciss, S., & McNamara, D. S. (2012). Computer-based scaffolding to facilitate students' development of expertise in academic writing. *Journal of Research in Reading, 35*(2), 136–152.

Examines whether the provision of computer-based scaffolding (CBS) guiding deliberate practice facilitated 42 university students' development of writing expertise. A CBS environment was developed to externally support expert writing. There were two testing times: First, the effects of practicing writing with CBS were compared with the effects of a practice-only situation without support. Second, a posttest comprised composing an essay discussing an academic position without scaffolding. Findings indicate that at both testing times, the CBS group wrote essays of better comprehensibility and spent more time on prewriting than students in the practice-only group. Suggests that CBS guiding deliberate practice may be a promising means to facilitate the development of writing expertise.
#writing #digital/technologytools #writinginstruction #writingquality

Quinlan, T., Loncke, M., Leijten, M., & Van Waes, L. (2012). Coordinating the cognitive processes of writing: The role of the monitor. *Written Communication, 29*(3), 345–368.

Investigates the monitor function in writing by examining the coordination of two common writing activities: (1) editing (i.e., correcting an error) and (2) sentence composition in the presence or absence of an error and with a low or high memory load for the writer. Participants were 41 university students. In the first experiment, participants could approach the editing and composing tasks in either order. In most trials they finished the sentence first, and less frequently they corrected the error first. Results show that the error-first approach occurred significantly more often under the low-load condition than the high-load condition. In the second experiment, participants were asked to adopt the less-used, error-first approach. Findings indicate that success in completing the assigned task order was affected by both memory load and error type. Suggests that the monitor depends on the relative availability of working memory resources and coordinates subtasks to mitigate direct competition over those resources.
#writing #writingstrategies #revision #writinginstruction

Rahimi, M. (2013). Is training student reviewers worth its while? A study of how training influences the quality of students' feedback and writing. *Language Teaching Research, 17*(1), 67–89.

Investigates the effect of training student reviewers on the quality of their feedback and the effect of their comments on the quality of the revisions, as well as on their own writing in the long run. Participants were English as a Foreign Language university students who were randomly assigned to a trained group and an untrained group. Results indicate that after training, students shifted from mere focus on formal aspects of writing to global comments (comments on the content and organization of writing), while the feedback provided by untrained students mainly addressed formal errors. Moreover, the trained group made significant improvement in their own writing in the long run and wrote paragraphs of a much higher quality as compared with the untrained group.
#writing #secondlanguageliteracy #feedback #revision

Ruegg, R., & Sugiyama, Y. (2013). Organization of ideas in writing: What are raters sensitive to? *Language Testing in Asia, 3*(8). Retrieved from http://www.languagetestingasia.com/content/3/1/8

Studies what raters are sensitive to when rating writing for organization: the physical aspects of organization (e.g., paragraphing and organization markers) or deeper textual aspects (e.g., coherent flow of ideas). In essays written by high school graduates, the number of paragraphs, number of cohesive devices, and coherence were evaluated by trained raters. The researchers found that raters seemed to value the physical aspects of organization more than the deeper

textual aspects. The number of paragraphs and the number of cohesive devices were predictive of differences in scores assigned for organization. In addition, the scores assigned for content were significantly predictive of scores for organization.
#writing #writingassessment #writingstrategies #writingquality

Sangster, P., Trousdale, G., & Anderson, C. (2012). From reading to writing: Evaluating the Writer's Craft as a means of assessing school student writing. *Journal of Writing Research, 4*(1), 1–30.

Investigates a new writing assessment, the Writer's Craft, which requires students to read a stimulus passage and then write a continuation adopting the style of the original. Participants were four secondary school teachers and their English classes. Students' narrative texts that were written with the help of the Writer's Craft tool were analyzed. The authors conclude that the Writer's Craft assessment could be an interesting and stimulating way of informing the teaching of this form of writing and assessing what students produce.
#writing #reading #assessment #writingstrategies

Saxton, E., Belanger, S., & Becker, W. (2012). The Critical Thinking Analytic Rubric (CTAR): Investigating intra-rater and inter-rater reliability of a scoring mechanism for critical thinking performance assessments. *Assessing Writing, 17*(4), 251–270.

Determines the intra-rater and inter-rater reliability for a CTAR rating scale consisting of six rubric categories—interpretation, analysis, evaluation, inference, explanation, and disposition—based on analysis of samples of 12th graders' performance-based writing as rated by two trained raters. Finds a .70 level of intra-rater reliability, suggesting that CTAR can be used to rate samples of student work with relatively acceptable levels of reliability.
#writing #assessment #writingstrategies #writingquality

Solé, I., Miras, M., Castells, N., Espino, S., & Minguela, M. (2012). Integrating information: An analysis of the processes involved and the products generated in a written synthesis task. *Written Communication, 30*(1), 63–90.

Explores the processes involved in producing a written synthesis of three history texts and these processes' possible relation to the characteristics of the text produced and the degree of comprehension that is achieved following the task. Participants were 10 final-year compulsory education students who produced synthesis texts. All processes they carried out were examined in detail with a double-analysis system. Findings show a tendency for the students who engaged in more elaborative patterns to make more integrations and produce better texts. These students seemed to benefit more from the task in terms of comprehension. Conversely, the students who followed a more reproductive pattern by copying ideas from the source texts achieved low levels of comprehension.
#writing #reading #writingstrategies #writing-to-learn

Song, Y., & Ferretti, R. P. (2013). Teaching critical questions about argumentation through the revising process: Effects of strategy instruction on college students' argumentative essays. *Reading and Writing, 26,* 67–90.

Examines the effects of self-regulated strategy development revising instruction that targets the use of argumentation schemes and critical questions. Participants were 30 college students. Three conditions were compared: (1) while writing about controversial topics, students were taught to revise their essays by asking and answering critical questions about the argument based on consequences and argument from example schemes; (2) students were taught to revise their essays by using argumentation schemes to justify their standpoint, but did not learn the critical questions; and (3) students received no instruction about either the argumentation schemes or the critical questions. Researchers found that compared with students in the contrasting conditions, those who were taught to ask and answer critical questions wrote essays that were

of higher quality, and included more counterarguments, alternative standpoints, and rebuttals. Indicates that strategy instruction that includes critical standards for argumentation increases students' sensitivity to alternative perspectives.
#writing #writingstrategies #revision #writingquality

Tillema, M., Van den Bergh, H., Rijlaarsdam, G., & Sanders, T. (2013). Quantifying the quality difference between L1 and L2 essays: A rating procedure with bilingual raters and L1 and L2 benchmark essays. *Language Testing, 30*(1), 71–97.

Aims at developing a method for quantifying the quality difference between first-language (L1) and second-language (L2) texts. Examines a rating procedure for enabling quality judgments of L1 and L2 texts on a single scale. Two main features define the procedure: (1) raters are bilingual or near-native users of both the L1 and L2; and (2) ratings are performed with L1 and L2 benchmark texts, and direct comparisons of observed L1 and L2 scores are only warranted if the ratings with L1 and L2 benchmarks are parallel tests and if the ratings are reliable. Results show that both conditions were met. Effect sizes indicate that there is a relatively large added L2 effect: in the investigated population, L2 text scores were much lower than L1 text scores. Indicates that the tested rating procedure is a promising method for cross-national comparisons of writing proficiency.
#writing #secondlanguageliteracy #assessment #writingquality

Troia, G. A., Harbaugh, A. G., Shankland, R. K., Wolbers, K. A., & Lawrence, A. M. (2013). Relationships between writing motivation, writing activity, and writing performance: Effects of grade, sex, and ability. *Reading and Writing, 26,* 17–44.

Examines the relationships between writing motivation, writing activity, writing performance, and the student characteristics of grade, sex, and teacher judgment of writing ability. Participants were students in grades 4 through 10 who completed a writing motivation and activity scale and provided a timed narrative writing sample. Findings show that female students and older students wrote qualitatively better fictional stories, as did students with higher levels of writing ability based on teacher judgment. With respect to writing activity, more frequent writing in and out of school was reported by girls, better writers, and younger students. Overall, teacher judgment of writing ability, grade level, and motivational beliefs each exerted a significant direct positive influence on narrative quality, whereas performance goals exerted a significant direct negative impact on quality.
#writing #authorialidentity #feedback #writingquality

Varner, L. K., Roscoe, R. D., & McNamara, D. S. (2013). Evaluative misalignment of 10th-grade student and teacher criteria for essay quality: An automated textual analysis. *Journal of Writing Research, 5*(1), 35–59.

Compares teachers and 126 tenth-grade students' ratings (on a scale of 1–6) of essays analyzed using the computational tools Coh-Metrix and Linguistic Inquiry and Word Count to determine relationships between the writings' linguistic features and ratings, identifying potential misalignments between criteria employed by teachers versus students. Finds that the teachers' ratings represented a greater focus on use of language variation, text organization, and text elaboration; there was a negative relationship between use of cohesive devices and quality ratings. Students' ratings represented a greater focus on surface-level features, with less focus on overall textual features. Students also overestimated their own writing quality relative to teacher ratings. Suggests that teachers and students apply different criteria in assessing their writing and that students may not understand the composing/revision process sufficiently to self-assess and revise based on text- versus surface-level features.
#writing #writingassessment #feedback #writingquality

Wichman, A., & Rummel, N. (2013). Improving revision in wiki-based writing: Coordination pays off. *Computers & Education, 62,* 262–270.

Aims at supporting revising activities in shared wiki-based writing. Examines whether collaboration scripts can help to improve university students' revision activities and overall text quality. Scripted collaboration was compared with unscripted collaboration in a wiki-based writing setting that was adapted for educational purposes. Students in the scripted condition outperformed students in the unscripted condition with respect to revision behavior and text coherence. Students' revision behavior correlated positively with text coherence. Analysis of students' discussions during the writing activity revealed more frequent coordination with respect to task division and increased communication frequency for students in the scripted condition. Suggests that collaboration scripts are promising means of structuring collaboration during wiki-based writing.
#writing #digital/technologytools #revision #writinginstruction

Zumbrunn, S., & Bruning, R. (2013). Improving the writing and knowledge of emergent writers: The effects of self-regulated strategy development. *Reading and Writing, 26,* 91–110.

Investigates the effects of implementing the Self-Regulated Strategy Development (SRSD) model of instruction on the writing skills and knowledge of six first-grade students. Uses a multiple-baseline design across participants with multiple probes to test the effectiveness of the SRSD intervention, which included story writing and self-regulation strategy instruction. Finds that SRSD is beneficial for first-grade writers. Participants wrote stories that contained more essential components, were longer, and were of better quality after SRSD instruction. Participants also showed improvement in writing knowledge from pre- to post-instruction.
#writing #writingstrategies #writingquality #expressivewriting

Other Related Research

Aitken, M., & Martinussen, R. (2013). Exploring predictors of performance on a curriculum-based measure of written expression. *Journal of Writing Research*, *4*(3), 281–299.

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